

Immigration Policies, Backlash, and School Bullying
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Online Appendix

Figure A
Impact of Sanctuary Policies on Hispanics Male Students Reported as Harassed or Bullied Based on Race, Color, or Natural Origin

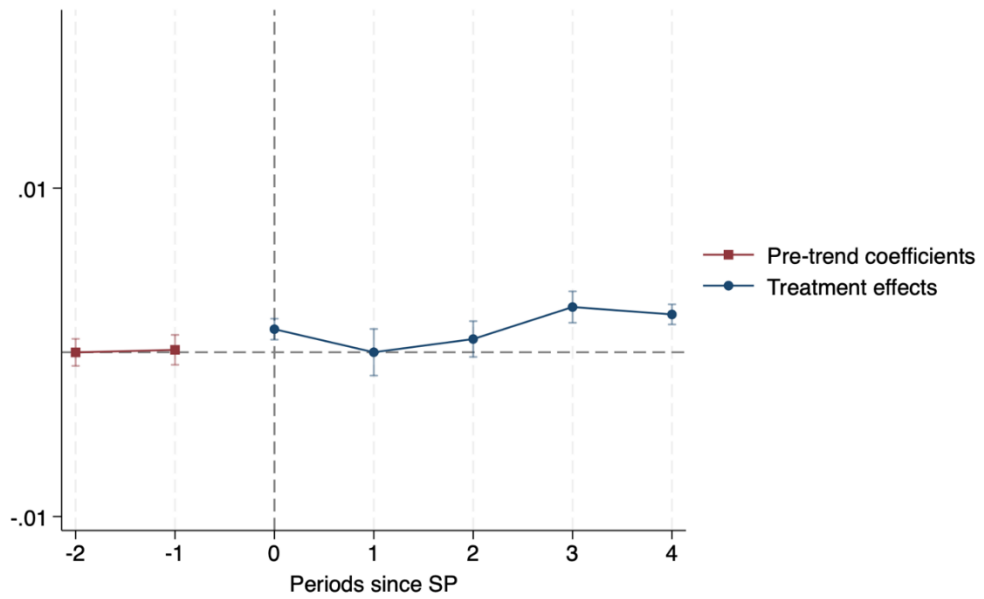
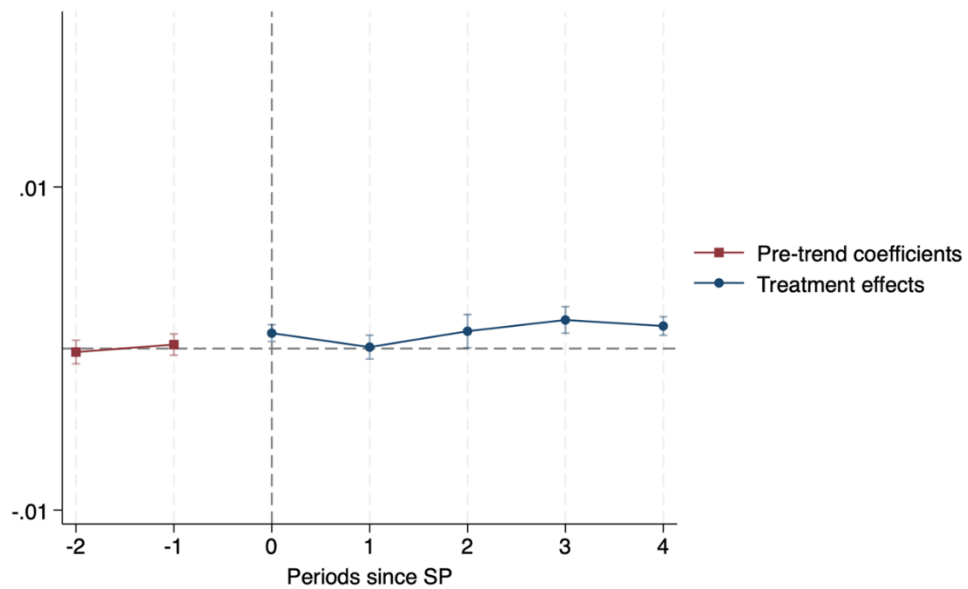


Figure B
Impact of Sanctuary Policies on Hispanics Female Students Reported as Harassed or Bullied Based on Race, Color, or Natural Origin



Notes: *Sample:* Balanced Panel of Public Schools 2011, 2013, 2013, 2015 and 2017. *Data source:* Civil Rights Data Collection (CRDC, 2011, 2013, 2015, 2017). All models include a constant term, as well as controls for school level characteristics, such as the share of black, white, Asians and Hispanic students, the share of students with limited English proficiency, the share of certified students, the share of first year teachers, and the share of second year teachers. The dependent variable is the number of Hispanic students reported as harassed or bullied based on race, color, or national origin divided by the number of Hispanic students enrolled in the school. Both figures plot coefficient estimates using the estimator proposed by Borusyak *et al.* (2023).

Figure C: Harassment, bullying on school property: Hispanic Kids

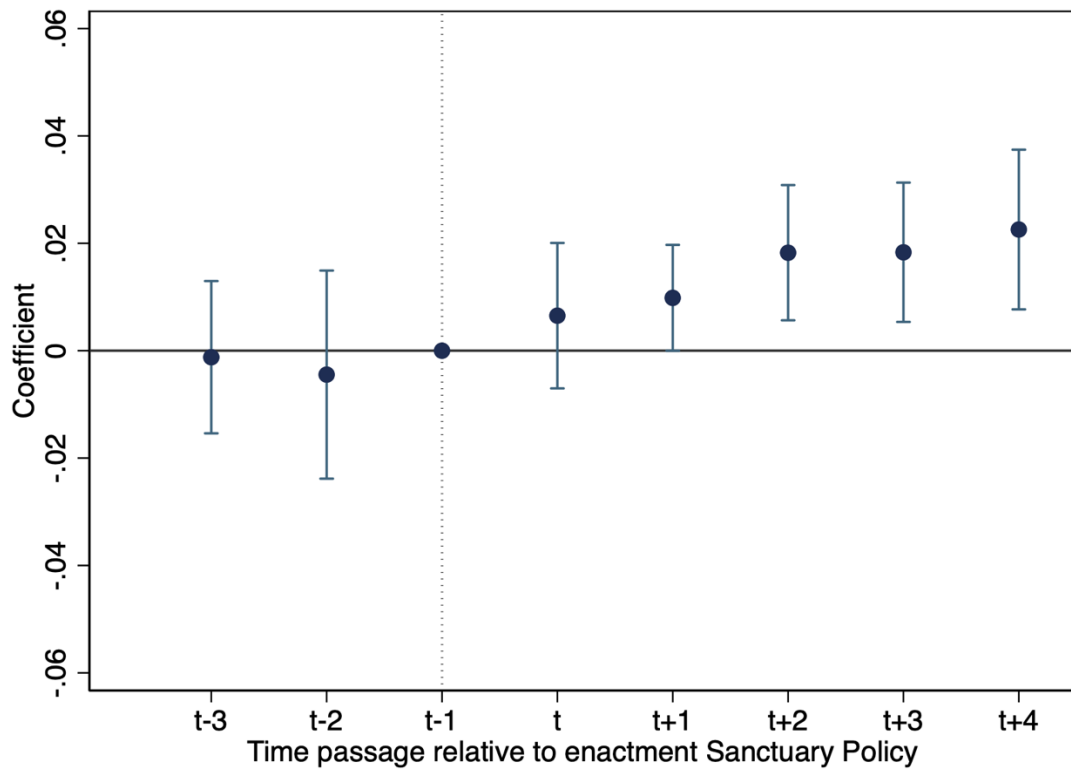
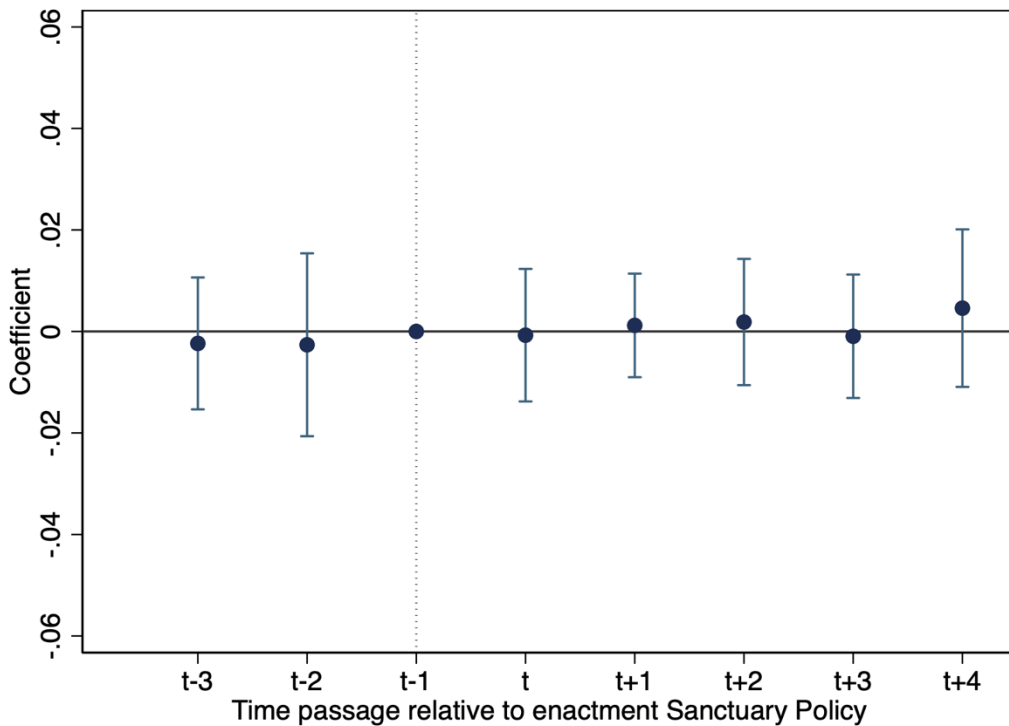


Figure D: Harassment, bullying on school property: Non-Hispanic Kids



Notes: Sample: California Healthy Kids Survey, 2010-2018. Data source: CalSCHLS@wested.org. All models include a constant term, as well as student level characteristics, such as gender, grade, and race. The dependent variables are dichotomous variables equal to 1 if the student answers yes to any of the bullying questions; 0 otherwise. Standard errors are clustered at the county level. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.