

# CALIFORNIA HEALTHY KIDS SURVEY



## Los Gatos High Secondary 2023-2024 Main Report

This report was prepared by WestEd, a research, development, and service agency, in collaboration with Duerr Evaluation Resources, under contract from the California Department of Education School Health Office. For contract information, contact:

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# Safety & Violence Module

## 1. Module Sample

**Table M1.1**

***Student Sample for Safety & Violence Module***

	Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Student Sample Size</i></b>				
Target sample	448	491	510	523
Final number	178	193	190	166
<b>Response Rate</b>	40%	39%	37%	32%

## 2. Physical Violence and Weapon Possession

**Table M2.1**

*Violent Incidents, Past 12 Months*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Been in a physical fight</b>				
0 times	92	93	93	94
1 time	4	4	4	3
2 to 3 times	1	2	1	3
4 or more times	3	1	1	0
<b>Been in a physical fight between groups of kids</b>				
0 times	98	97	97	99
1 time	1	2	1	0
2 to 3 times	1	1	1	1
4 or more times	1	1	1	0
<b>Used any weapon to threaten or bully someone</b>				
0 times	98	98	98	98
1 time	1	0	1	1
2 to 3 times	1	2	1	1
4 or more times	0	0	1	0
<b>Been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend</b>				
0 times	98	98	97	97
1 time	1	1	2	0
2 to 3 times	0	1	0	1
4 or more times	1	0	1	1

*Question HS/MS M.1-4: During the past 12 months, how many times have you... been in a physical fight?... been in a physical fight between groups of kids?... used any weapon to threaten or bully someone?... been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table M2.2*****Carrying Weapon, Past 30 Days***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>A gun</b>				
0 days	99	99	99	100
1 day	1	1	1	0
2 or more days	1	0	0	0
<b>Any other weapon (such as a knife or club)</b>				
0 days	98	98	98	97
1 day	1	0	1	1
2 or more days	1	2	1	2
<b>Any weapon (gun, knife, or club) on school property</b>				
0 days	99	98	98	98
1 day	0	1	1	1
2 or more days	1	1	1	1

*Question HS/MS M.7-9: During the past 30 days, on how many days did you carry... a gun?... any other weapon (such as a knife or club)?... any weapon (gun, knife, or club) on school property?*

*Note: Cells are empty if there are less than 10 respondents.*



### 3. Neighborhood Safety

**Table M3.1**

***Perception of Neighborhood Safety***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Very safe	75	75	73	79
Safe	22	22	25	18
Neither safe nor unsafe	2	3	2	4
Unsafe	0	1	1	0
Very unsafe	1	1	0	0

*Question HS/MS M.5. How safe do you feel in the neighborhood where you live?*

*Notes: Cells are empty if there are less than 10 respondents.*

## 4. Absence Due to Safety Concerns

**Table M4.1**

*Not Attend School Due to Feeling Unsafe, Past 30 Days*

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 days	96	98	96	98
1 day	2	2	2	1
2 or 3 days	1	0	2	1
4 or more days	0	0	1	0

*Question HS/MS M.6. During the past 30 days, on how many days did you not go to school because you felt unsafe at school or on your way to or from school?*

*Note: Cells are empty if there are less than 10 respondents.*

## 5. Suicide Risk

**Table M5.1**

***Suicide Ideation, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	89	91	89	90
Yes	11	9	11	10

*Question HS M.10: During the past 12 months, did you ever seriously consider attempting suicide?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table M5.2**

***Suicide Plan, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	94	97	94	95
Yes	6	3	6	5

*Question HS M.11: During the past 12 months, did you make a plan about how you would attempt suicide?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table M5.3**

***Suicide Attempts, Past 12 Months***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
0 times	96	100	97	96
1 time	2	0	1	3
2 or 3 times	2	0	2	2
4 or more times	1	0	1	0

*Question HS M.12: During the past 12 months, how many times did you actually attempt suicide?*

*Note: Cells are empty if there are less than 10 respondents.*

**Table M5.4*****Suicide Attempt Leading to Need for Treatment***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
I did not attempt suicide in the past 12 months	93	96	92	93
No	7	4	7	6
Yes	0	0	1	1

*Question HS M.13: If you attempted suicide during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Unwanted Sex

**Table M6.1**

***Forced Sex***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
No	99	98	95	92
Yes	1	2	5	8

*Question HS M.14/MS M.10: Have you ever been forced to have sexual intercourse when you did not want to?*

*Note: Cells are empty if there are less than 10 respondents.*

# Social Emotional Health Module

## 1. Module Sample

**Table P1.1**

*Student Sample for Social Emotional Health Module*

	Grade 9	Grade 10	Grade 11	Grade 12
<i><b>Student Sample Size</b></i>				
Target sample	448	491	510	523
Final number	201	219	215	177
<b>Response Rate</b>	45%	45%	42%	34%

## 2. Summary of Key Indicators

**Table P2.1**

***Key Indicators of Social Emotional Health***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Covitality<sup>†</sup></b>	74	76	72	75	
Belief in self <sup>†</sup>	70	73	69	72	P2.2
Belief in others <sup>†</sup>	78	83	81	82	P2.2
Emotional competence <sup>†</sup>	81	81	83	80	P2.2
Engaged living <sup>†</sup>	64	64	57	64	P2.2
<b>Growth mindset<sup>‡</sup></b>	73	66	72	79	P7.1
<b>Goals<sup>†</sup></b>	84	85	86	87	P8.1
<b>Collaboration<sup>†</sup></b>	78	77	76	78	P9.1
<b>Problem solving<sup>†</sup></b>	59	65	63	63	P10.1

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.*

<sup>†</sup>Average percent of respondents reporting “Pretty much true” or “Very much true.”

<sup>‡</sup>Average percent of respondents reporting “A little true” or “Not at all true.”

**Table P2.2*****Covitality Domains and Subdomains***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
<b>Belief in self</b>	70	73	69	72	
Self-efficacy	80	84	81	86	P3.1
Self-awareness	71	74	71	77	P3.2
Persistence	59	60	56	52	P3.3
<b>Belief in others</b>	78	83	81	82	
School supports	75	81	80	85	P4.1
Family connectedness	76	79	78	73	P4.2
Peer supports	81	85	82	87	P4.3
<b>Emotional competence</b>	81	81	83	80	
Emotional regulation	85	81	83	84	P5.1
Empathy	85	89	89	86	P5.2
Behavioral self-control	72	72	76	70	P5.3
<b>Engaged living</b>	64	64	57	64	
Optimism	54	51	47	60	P6.1
Gratitude	78	76	71	75	P6.2
Zest	59	64	52	61	P6.3

*Notes: Cells are empty if there are less than 10 respondents.*

*Table numbers refer to tables with scale categories for domains or sub-domains, or item-level results for the survey questions that comprise each scale.*

*Scales are based on average percent of respondents reporting “Pretty much true” or “Very much true.”*



### 3. Belief in Self

**Table P3.1**

***Self-Efficacy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Self-efficacy</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	80	84	81	86
<b>I can work out my problems.</b>				
Not at all true	5	1	4	1
A little true	18	16	17	14
Pretty much true	52	48	43	46
Very much true	25	35	36	39
<b>I can do most things if I try.</b>				
Not at all true	4	1	2	1
A little true	12	11	11	12
Pretty much true	46	41	46	45
Very much true	39	46	41	43
<b>There are many things that I do well.</b>				
Not at all true	4	1	5	2
A little true	19	18	18	11
Pretty much true	45	37	42	43
Very much true	32	43	36	43

*Question HS/MS P.1-3: Please tell us how true each statement is of you... I can work out my problems... I can do most things if I try... There are many things that I do well.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P3.2*****Self-Awareness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Self-awareness</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	71	74	71	77
<b>There is a purpose to my life.</b>				
Not at all true	6	4	8	7
A little true	19	16	20	16
Pretty much true	34	31	37	28
Very much true	41	49	36	49
<b>I understand my moods and feelings.</b>				
Not at all true	11	6	8	4
A little true	24	25	22	22
Pretty much true	41	38	42	46
Very much true	24	31	28	28
<b>I understand why I do what I do.</b>				
Not at all true	4	7	7	4
A little true	25	20	23	17
Pretty much true	40	39	42	49
Very much true	31	34	28	29

*Question HS/MS P.4, 6, 7: Please tell us how true each statement is of you... There is a purpose to my life... I understand my moods and feelings... I understand why I do what I do.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P3.3*****Persistence Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Persistence</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	60	56	52
<b>When I do not understand something, I ask the teacher again and again until I understand.</b>				
Not at all true	16	16	18	20
A little true	27	25	27	28
Pretty much true	31	30	31	32
Very much true	26	29	23	20
<b>I try to answer all the questions asked in class.</b>				
Not at all true	15	16	20	23
A little true	29	28	28	34
Pretty much true	32	26	31	26
Very much true	24	31	21	18
<b>When I try to solve a math problem, I will not stop until I find a final solution.</b>				
Not at all true	8	13	13	10
A little true	26	22	26	29
Pretty much true	33	29	33	38
Very much true	33	36	27	23

*Question HS/MS P.9-11: Please tell us how true each statement is of you... When I do not understand something, I ask the teacher again and again until I understand... I try to answer all the questions asked in class... When I try to solve a math problem, I will not stop until I find a final solution.*

*Note: Cells are empty if there are less than 10 respondents.*

## 4. Belief in Others

**Table P4.1**

***School Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>School supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	81	80	85
<b><i>There is a teacher or some other adult from my school... who always wants me to do my best.</i></b>				
Not at all true	1	2	1	1
A little true	17	11	13	11
Pretty much true	46	39	39	42
Very much true	35	47	46	46
<b><i>who listens to me when I have something to say.</i></b>				
Not at all true	5	4	5	3
A little true	21	19	15	15
Pretty much true	43	38	42	44
Very much true	33	39	38	38
<b><i>who believes that I will be a success.</i></b>				
Not at all true	7	5	5	3
A little true	25	16	19	13
Pretty much true	43	39	39	43
Very much true	25	40	37	41

*Question HS/MS A.51, 53, 54: There is a teacher or some other adult from my school... who always wants me to do my best... who listens to me when I have something to say... who believes that I will be a success.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P4.2*****Family Connectedness Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Family connectedness</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	76	79	78	73
<b>My family members really help and support one another.</b>				
Not at all true	6	3	6	6
A little true	17	17	18	20
Pretty much true	33	28	34	29
Very much true	44	52	43	45
<b>There is a feeling of togetherness in my family.</b>				
Not at all true	11	6	7	8
A little true	13	16	12	18
Pretty much true	32	26	37	28
Very much true	44	52	44	46
<b>My family really gets along well with each other.</b>				
Not at all true	8	5	5	8
A little true	18	17	18	20
Pretty much true	34	32	38	31
Very much true	40	45	38	41

*Question HS/MS P.38-40: How true do you feel these statements are about your family and friends?... My family members really help and support one another... There is a feeling of togetherness in my family... My family really gets along well with each other.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P4.3*****Peer Supports Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Peer supports</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	81	85	82	87
<b>I have a friend my age who really cares about me.</b>				
Not at all true	2	3	4	1
A little true	12	9	11	7
Pretty much true	35	33	28	30
Very much true	51	54	57	62
<b>I have a friend my age who talks with me about my problems.</b>				
Not at all true	6	8	7	4
A little true	16	10	14	13
Pretty much true	33	31	26	31
Very much true	44	51	53	52
<b>I have a friend my age who helps me when I’m having a hard time.</b>				
Not at all true	6	3	6	1
A little true	15	13	13	12
Pretty much true	32	29	27	30
Very much true	48	55	54	57

*Question HS/MS P.41-43: How true do you feel these statements are about your family and friends?... I have a friend my age who really cares about me... I have a friend my age who talks with me about my problems... I have a friend my age who helps me when I’m having a hard time.*

*Note: Cells are empty if there are less than 10 respondents.*

## 5. Emotional Competence

**Table P5.1**

***Emotional Regulation Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Emotional Regulation</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	85	81	83	84
<b>I accept responsibility for my actions.</b>				
Not at all true	1	2	1	1
A little true	14	15	11	12
Pretty much true	49	40	45	45
Very much true	36	43	42	42
<b>When I make a mistake I admit it.</b>				
Not at all true	4	1	3	1
A little true	15	19	17	15
Pretty much true	54	42	45	51
Very much true	28	38	34	32
<b>I can deal with being told no.</b>				
Not at all true	2	2	3	1
A little true	10	18	14	16
Pretty much true	43	39	45	43
Very much true	45	42	37	40

*Question HS/MS P.12, 14, 15: Please tell us how true each statement is of you... I accept responsibility for my actions... When I make a mistake I admit it... I can deal with being told no.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P5.2*****Empathy Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Empathy</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	85	89	89	86
<b>I feel bad when someone gets their feelings hurt.</b>				
Not at all true	6	3	2	1
A little true	9	10	10	14
Pretty much true	33	27	34	33
Very much true	52	60	54	53
<b>I try to understand what other people go through.</b>				
Not at all true	4	2	1	1
A little true	10	11	10	12
Pretty much true	40	34	41	41
Very much true	46	53	49	45
<b>I try to understand how other people feel and think.</b>				
Not at all true	5	2	1	1
A little true	11	6	9	13
Pretty much true	39	34	40	33
Very much true	45	57	50	53

*Question HS/MS P.16, 18, 20: Please tell us how true each statement is of you... I feel bad when someone gets their feelings hurt... I try to understand what other people go through... I try to understand how other people feel and think.*

*Note: Cells are empty if there are less than 10 respondents.*



**Table P5.3*****Behavioral Self-Control Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Behavioral self-control</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	72	76	70
<b>I can wait for what I want.</b>				
Not at all true	5	1	3	3
A little true	19	19	15	21
Pretty much true	39	41	44	40
Very much true	38	39	37	36
<b>I don’t bother others when they are busy.</b>				
Not at all true	3	3	5	3
A little true	27	31	27	33
Pretty much true	39	37	41	42
Very much true	31	28	27	22
<b>I think before I act.</b>				
Not at all true	5	2	4	6
A little true	25	26	19	24
Pretty much true	47	39	48	44
Very much true	24	33	29	26

*Question HS/MS P.21, 23, 24: Please tell us how true each statement is of you... I can wait for what I want... I don’t bother others when they are busy... I think before I act.*

*Note: Cells are empty if there are less than 10 respondents.*

## 6. Engaged Living

**Table P6.1**

***Optimism Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Optimism</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	54	51	47	60
<b>Each day I look forward to having a lot of fun.</b>				
Not at all true	17	15	20	11
A little true	35	42	39	36
Pretty much true	36	30	33	39
Very much true	12	13	8	14
<b>I usually expect to have a good day.</b>				
Not at all true	16	12	13	12
A little true	31	35	40	32
Pretty much true	38	37	34	42
Very much true	15	16	14	14
<b>Overall, I expect more good things to happen to me than bad things.</b>				
Not at all true	15	9	18	8
A little true	26	33	30	23
Pretty much true	39	36	33	42
Very much true	21	22	19	27

*Question HSA.160-162/MS A.153-155: Please tell us how true each statement is of you... Each day I look forward to having a lot of fun... I usually expect to have a good day... Overall, I expect more good things to happen to me than bad things.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P6.2*****Gratitude Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Gratitude</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	76	71	75
<b>On most days I feel grateful.</b>				
Not at all true	7	4	6	5
A little true	18	22	25	22
Pretty much true	40	32	42	32
Very much true	36	42	26	42
<b>On most days I feel thankful.</b>				
Not at all true	7	3	7	5
A little true	15	20	23	22
Pretty much true	42	31	43	30
Very much true	37	45	27	42
<b>On most days I feel appreciative.</b>				
Not at all true	6	5	5	4
A little true	16	19	22	19
Pretty much true	40	32	41	36
Very much true	38	44	32	42

*Question HS/MS P.32-34: Please tell us how true each statement is of you... On most days I feel GRATEFUL... On most days I feel THANKFUL... On most days I feel APPRECIATIVE.*

*Note: Cells are empty if there are less than 10 respondents.*

**Table P6.3*****Zest Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Zest</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	64	52	61
<b>On most days I feel energetic.</b>				
Not at all true	17	10	19	13
A little true	28	30	34	28
Pretty much true	29	30	27	25
Very much true	26	30	21	33
<b>On most days I feel active.</b>				
Not at all true	13	8	15	10
A little true	24	26	31	25
Pretty much true	34	32	31	30
Very much true	29	35	23	35
<b>On most days I feel enthusiastic.</b>				
Not at all true	14	10	13	10
A little true	27	25	34	32
Pretty much true	34	30	30	30
Very much true	25	35	22	29

*Question HS/MS P.35-37: Please tell us how true each statement is of you... On most days I feel ENERGETIC... On most days I feel ACTIVE... On most days I feel ENTHUSIASTIC.*

*Note: Cells are empty if there are less than 10 respondents.*

## 7. Growth Mindset

**Table P7.1**

***Growth Mindset Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Growth mindset<sup>†</sup></b>				
<i>Average reporting “A little true” or “Not at all true”</i>	73	66	72	79
<b>My intelligence is something I cannot change very much.</b>				
Not at all true	36	26	27	41
A little true	27	29	35	34
Pretty much true	22	28	24	17
Very much true	15	16	13	8
<b>Challenging myself will not make me any smarter.</b>				
Not at all true	53	47	52	61
A little true	17	20	20	20
Pretty much true	16	16	15	9
Very much true	13	16	13	10
<b>There are some things I am not capable of learning.</b>				
Not at all true	38	34	33	38
A little true	36	31	38	38
Pretty much true	14	23	21	17
Very much true	11	13	8	7
<b>If I am not naturally smart in a subject, I will never do well in it.</b>				
Not at all true	58	42	46	58
A little true	26	32	33	27
Pretty much true	9	15	13	11
Very much true	7	10	9	4

*Question HS/MS P.5, 22, 27, 31: Please tell us how true each statement is of you... My intelligence is something I cannot change very much... Challenging myself will not make me any smarter... There are some things I am not capable of learning... If I am not naturally smart in a subject, I will never do well in it.*

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>All survey questions that comprise the scale were reverse-coded in computing the scale score.

## 8. Goals

**Table P8.1**

***Goals Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Goals</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	84	85	86	87
<b>I am looking forward to a successful career.</b>				
Not at all true	3	1	4	2
A little true	13	12	9	12
Pretty much true	35	27	39	35
Very much true	49	60	48	51
<b>I have high goals and expectations for myself.</b>				
Not at all true	3	1	2	2
A little true	13	10	9	11
Pretty much true	28	29	31	27
Very much true	57	60	58	60
<b>I don’t expect very much of myself in the future.<sup>†</sup></b>				
Not at all true	58	54	60	70
A little true	25	23	22	19
Pretty much true	7	15	11	7
Very much true	10	8	7	5

*Question HS/MS P.13, 19, 29: Please tell us how true each statement is of you... I am looking forward to a successful career... I have high goals and expectations for myself... I don’t expect very much of myself in the future.*

*Notes: Cells are empty if there are less than 10 respondents.*

<sup>†</sup>*Survey question was reverse-coded in computing the scale score.*

## 9. Collaboration

**Table P9.1**

***Collaboration Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Collaboration</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	77	76	78
<b>I enjoy working together with other students on class activities.</b>				
Not at all true	8	7	10	9
A little true	25	23	24	18
Pretty much true	41	37	40	47
Very much true	26	33	26	26
<b>When I work in school groups, I do my fair share.</b>				
Not at all true	0	0	1	0
A little true	7	6	6	8
Pretty much true	38	31	40	35
Very much true	55	63	53	57
<b>I like to listen to other students’ ideas in class.</b>				
Not at all true	3	6	2	1
A little true	24	25	30	29
Pretty much true	53	46	39	43
Very much true	21	22	29	28

*Question HS/MS P.8, 25, 28: Please tell us how true each statement is of you... I enjoy working together with other students on class activities... When I work in school groups, I do my fair share... I like to listen to other students’ ideas in class.*

*Note: Cells are empty if there are less than 10 respondents.*

## 10. Problem Solving

**Table P10.1**

***Problem Solving Scale Questions***

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
<b>Problem solving</b>				
<i>Average reporting “Pretty much true” or “Very much true”</i>	59	65	63	63
<b>When I need help I find someone to talk with.</b>				
Not at all true	10	9	14	9
A little true	27	23	23	31
Pretty much true	33	36	33	29
Very much true	29	32	30	31
<b>I try to work out my problems by talking or writing about them.</b>				
Not at all true	31	25	22	19
A little true	28	25	25	30
Pretty much true	26	31	33	29
Very much true	16	19	21	22
<b>I trust my ability to solve difficult problems.</b>				
Not at all true	4	3	4	4
A little true	23	22	22	18
Pretty much true	40	38	40	39
Very much true	32	36	33	39

*Question HS/MS P.17, 26, 30: Please tell us how true each statement is of you... When I need help I find someone to talk with... I try to work out my problems by talking or writing about them... I trust my ability to solve difficult problems.*

*Note: Cells are empty if there are less than 10 respondents.*



# Z. Los Gatos-Saratoga Union High Custom Questions

## 1. Module Sample

**Table Z1.1**

***Student Sample for Custom Questions***

	Grade 9	Grade 10	Grade 11	Grade 12
<b><i>Student Sample Size</i></b>				
Target sample	448	491	510	523
Final number	356	331	337	255
<b>Response Rate</b>	79%	67%	66%	49%

## 2. Custom Questions

**Table Z2.1**

*In the past school year, have you been subjected to sexual harassment by anyone in the school setting?*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	89	93	91	85	90
Once or twice	7	4	5	12	7
More than twice	1	2	4	3	2
At least monthly	1	1	1	0	1
At least weekly	2	1	0	0	1

*Question HS/MS Z.1.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.2**

*In the past school year, if you were subjected to sexual harassment by anyone in the school setting, did you report it to any staff member at the school?*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	4	3	3	2	3
No	13	11	14	17	13
I have not been subjected to sexual harassment by anyone in the school setting.	84	86	84	81	84

*Question HS/MS Z.2.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.3**

*How effective was the school's response to the report of sexual harassment?*

	Grade		Total %
	9th %	10th %	
Extremely effective	8	10	9
Very effective	38	20	30
Moderately effective	23	30	26
Slightly effective	15	10	13
Not effective at all	15	30	22

*Question HS/MS Z.3.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.4*****Which reasons contributed to your decision not to report the incident? (Mark all that apply.)***

	Grade				Total %
	9th %	10th %	11th %	12th %	
I didn't want attention or publicity	53	39	49	66	52
I did not think anyone would believe me	24	7	6	20	14
I felt embarrassed, ashamed, or that it would be too emotionally difficult	18	11	20	14	16
I didn't want to make things worse or be retaliated against	38	18	17	31	27
It was all in good fun, playful	32	21	40	14	27
The reporting process doesn't work/isn't effective	18	7	9	17	13
I was afraid of my cultural/gender/other identity being revealed	12	0	0	0	3
I did not want the person to get into trouble	29	14	29	14	22
I didn't need help	62	43	57	49	53
I did not know where to go or who to tell	18	0	3	6	7
The incident occurred while school was not in session	12	7	0	14	8
It is just normal behavior	29	36	26	20	27
The reporting process is a pain	24	18	14	23	20
I feared it would not be kept confidential	21	7	14	17	15
I reported the incident to someone outside the school setting (e.g. law enforcement)	12	4	3	0	5
Other	29	14	20	9	18

*Question HS/MS Z.4.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.5*****In the past school year, have you witnessed sexual harassment by anyone in the school setting?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Never	83	90	90	84	87
Once or twice	12	7	8	12	10
More than twice	3	2	1	4	2
At least monthly	0	1	1	0	1
At least weekly	2	0	0	0	1

*Question HS/MS Z.5.**Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.6**

*In the past school year, if you witnessed sexual harassment by anyone in the school setting, did you report it to any staff member at the school?*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	4	2	2	2	3
No	16	12	10	14	13
I have not witnessed sexual harassment by anyone in the school setting.	80	86	88	83	85

*Question HS/MS Z.6.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.7**

*As far as you know, how effective was the school's response to the report of sexual harassment?*

	Grade		Total %
	9th %		
Extremely effective	15		15
Very effective	8		8
Moderately effective	8		8
Slightly effective	15		15
Not effective at all	23		23
I do not know how it was resolved	31		31

*Question HS/MS Z.7.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.8*****Which of the following reasons describe why you did not contact anyone at the school? (Mark all that apply.)***

	Grade				Total %
	9th %	10th %	11th %	12th %	
The reporting process wouldn't make anything better	42	26	34	42	37
I did not know where to go or who to tell	31	6	10	12	17
I had trouble reaching an administrator to make a report	6	3	0	3	3
I did not want anyone to get in trouble	29	20	17	18	22
Alcohol and/or other drugs were present	4	3	7	15	7
The harassed person seemed to be able to handle it themselves	46	29	28	45	38
The reaction by others suggested that it wasn't serious enough to contact anyone	44	17	28	27	30
Because of the person's gender, I thought it would be minimized or misunderstood	8	3	10	3	6
I was too busy	17	14	21	3	14
I reported the incident to someone outside the school setting (e.g. law enforcement)	2	0	0	3	1
Other	33	31	38	33	34

*Question HS/MS Z.8.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.9*****In which ways has the school's policy regarding sexual harassment and protection been communicated to you?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Principal Notification	32	47	49	54	44
Other students	20	24	20	25	22
Counselor	19	27	29	34	27
Student Handbook	10	19	17	18	16
Sexual Health classes	47	39	41	22	38
Advisory/Assembly	19	31	52	59	39
Classroom Presentations	43	45	40	39	42
News/media	18	26	18	23	21
Other parents	10	14	10	11	11
District/school website	21	32	31	32	29
Other	16	19	12	14	15
It has not been communicated to me	23	13	15	8	15

*Question HS/MS Z.9.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table Z2.10**

***Overall, how much do you remember about the information or education from the district about how to maintain appropriate boundaries between staff and students?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Almost all or all of it	21	20	17	16	19
Most of it	39	38	36	37	37
Some of it	28	29	28	33	29
Very little or none of it	13	14	18	14	15

*Question HS/MS Z.10.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.11**

***While in high school, have you been exposed to education to help understand how to maintain appropriate boundaries between students?***

	Grade				Total
	9th %	10th %	11th %	12th %	
No	13	10	8	7	10
Yes, once	32	29	29	20	28
Yes, on multiple occasions	55	62	63	73	62

*Question HS/MS Z.11.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.12**

***Overall, how much do you remember about the information or education from the district about how to maintain appropriate boundaries between students?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Almost all or all of it	22	25	21	16	21
Most of it	45	42	38	43	42
Some of it	21	25	28	32	26
Very little or none of it	12	8	14	10	11

*Question HS/MS Z.12.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.13*****If you report sexual harassment, the school would take the matter seriously.***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	69	68	64	53	64
No	7	6	8	13	8
Don't know	24	26	28	34	28

*Question HS/MS Z.13.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.14*****Are you aware of resources to help prevent sexual harassment?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	71	70	76	77	73
No	10	13	9	7	10
Don't know	18	18	14	16	16

*Question HS/MS Z.14.**Note: Columns are not displayed if there are less than 10 respondents.***Table Z2.15*****In your opinion, do most students at your school experience significant incidents of sexual harassment on campus? Examples of significant acts of sexual harassment could include (i) repeated unwanted physical touching; (ii) repeated sexually derogatory slurs or names; (iii) repeated propositioning, leering and/or gestures.***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	9	10	12	12	10
No	41	40	45	41	42
Don't know	50	51	43	47	48

*Question HS/MS Z.15.**Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.16**

*In your opinion, do most students at your school experience minor acts of sexual harassment almost daily on campus? Examples of minor acts of harassment could include (i) a one-time, unwanted hug, or touch on the butt, arm or back; (ii) isolated teasing, jokes, insults of a sexual manner; (iii) offhand comments that are crude, vulgar, or sexually disparaging.*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	25	22	22	25	24
No	32	30	35	30	32
Don't know	43	47	42	45	44

*Question HS/MS Z.16.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.17**

*Since starting at your high school, have others (Mark All That Apply):*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Sent you unwanted emails, instant messages, or contacted you through social media?	61	58	75	84	70
Made unwanted phone calls to you or left you messages?	49	40	32	44	41
Watched, approached you, or showed up in places such as your residence, work or class unexpectedly?	32	24	30	25	28
Followed you from a distance, or used technology to spy on you?	26	33	23	25	27
Gave you something unwanted or left something strange or threatening where you would find it?	16	11	9	13	12

*Question HS/MS Z.17.*

*Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*



**Table Z2.18*****Since starting at your high school, have your romantic or dating partners ever (Mark All That Apply):***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Called you names, put you down, blamed you for things, or told you that no one else would want you?	41	63	56	60	56
Acted angrily towards you in a way that seemed dangerous?	24	16	35	32	27
Insulted, humiliated or made fun of you in front of others?	44	59	31	55	47
Tried to keep you from seeing or talking to your family or friends?	27	22	25	40	29
Made decisions for you that should have been yours to make?	34	45	38	43	40
Kept track of you by demanding to know where you were and what you were doing?	20	18	31	36	26
Made threats to physically harm you?	7	8	8	15	10
Threatened to hurt or kill themselves when they were upset with you?	20	29	19	23	23
Threatened to hurt or kill friends, family, or others that you care about when they were upset with you?	5	4	10	6	6
Prevented you from using safer sex methods when you wanted to utilize them?	12	10	10	23	14
Prevented you from leaving when you wanted to go?	27	22	21	23	23

*Question HS/MS Z.18.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for “mark all that apply” items.***Table Z2.19*****How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on sex (male or female)?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Always stop	15	12	13	10	13
Often stop	15	14	14	8	13
Sometimes stop	8	12	7	8	9
Rarely stop	6	4	6	6	6
Never stop	3	3	2	3	3
Never witnessed harassment occurring in the presence of teacher/staff	36	41	41	47	41
Don't know	17	13	17	17	16

*Question HS/MS Z.19.**Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.20**

***How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on sexual activity?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Always stop	21	15	18	14	17
Often stop	9	10	9	6	8
Sometimes stop	4	7	4	3	4
Rarely stop	3	2	3	5	3
Never stop	3	1	4	3	3
Never witnessed harassment occurring in the presence of teacher/staff	41	49	48	52	47
Don't know	18	16	16	18	17

*Question HS/MS Z.20.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.21**

***How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on sexual orientation (gay, lesbian, bisexual, queer, or straight)?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Always stop	19	17	17	15	17
Often stop	10	9	11	6	9
Sometimes stop	5	9	4	4	6
Rarely stop	3	3	4	5	4
Never stop	4	2	4	4	3
Never witnessed harassment occurring in the presence of teacher/staff	39	45	43	50	44
Don't know	20	15	17	17	17

*Question HS/MS Z.21.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.22**

***How often do you see or hear teachers or school staff STOP others from making negative comments or using slurs based on gender identity or expression (transgender, or non-binary)?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Always stop	19	16	17	13	17
Often stop	9	9	10	7	9
Sometimes stop	5	9	3	3	5
Rarely stop	3	3	5	3	3
Never stop	4	3	3	3	3
Never witnessed harassment occurring in the presence of teacher/staff	40	46	44	52	45
Don't know	21	14	17	18	18

*Question HS/MS Z.22.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.23**

***During high school within the district, have you been subjected to sexual assault by anyone on campus or in a school setting?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Never	95	96	97	94	96
Once	3	2	2	4	3
Two or more times	1	2	0	2	1

*Question HS/MS Z.23.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.24**

***During high school within the district, have you witnessed sexual assault by anyone in a school setting?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Never	94	96	97	95	95
Once or twice	5	4	2	5	4
More than twice	1	0	1	1	1

*Question HS/MS Z.24.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.25**

*In the past school year, if you witnessed sexual assault by anyone in the school setting, did you report it to any staff member at the school?*

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	4	2	1	3	2
No	8	4	5	6	6
I have not witnessed sexual assault by anyone in the school setting	88	95	94	91	92

*Question HS/MS Z.25.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.26**

*How effective was the school's response to the report of sexual assault?*

	Grade		Total %
	9th %		
Extremely effective	15		15
Moderately effective	54		54
Not effective at all	31		31

*Question HS/MS Z.26.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.27**

*Please check all reasons below that contributed to your decision not to report the incident. (Mark all that apply.)*

	Grade			Total %
	9th %	11th %	12th %	
I didn't want attention or publicity	40	30	50	40
I did not think anyone would believe me	20	0	20	13
I felt embarrassed, ashamed, or that it would be too emotionally difficult	30	10	30	23
I didn't want to make things worse or be retaliated against	10	30	50	30
It was all in good fun, playful	20	30	30	27
The reporting process doesn't work/isn't effective	20	0	30	17
I was afraid of my cultural/gender/other identity being revealed	20	0	0	7
I did not want the person to get into trouble	20	30	30	27
I didn't need help	20	20	20	20
I did not know where to go or who to tell	10	30	20	20
The incident occurred while school was not in session	20	0	40	20
It is just normal behavior	20	10	0	10
The reporting process is a pain	10	20	10	13
I feared it would not be kept confidential	10	10	40	20
Other	30	50	10	30

*Question HS/MS Z.27.*

*Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.*

**Table Z2.28*****In which ways has the school's policy regarding sexual harassment and protection been communicated to you?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Principal Notification	32	45	47	55	44
Other students	20	24	20	28	22
Counselor	19	26	29	34	27
Student Handbook	10	21	20	18	17
Sexual Health classes/Living Skills	51	47	54	31	47
Classroom Presentations	46	45	51	48	48
Wellness Center	15	24	23	25	21
News/media	16	26	18	21	20
Other parents	9	13	9	10	10
District/school website	17	29	30	27	26
Other	20	20	12	18	18
It has not been communicated to me	16	14	10	7	12

*Question HS/MS Z.28.**Notes: Columns are not displayed if there are less than 10 respondents. Total percentages may exceed 100% for "mark all that apply" items.***Table Z2.29*****While in high school, have you been exposed to education to help understand how to prevent sexual assault?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
No	14	11	14	13	13
Yes, once	34	30	29	23	29
Yes, on multiple occasions	51	60	57	64	58

*Question HS/MS Z.29.**Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.30**

***Overall, how much do you remember about the information or education from the district about how to prevent sexual assault?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Almost all or all of it	20	24	21	17	20
Most of it	40	37	32	37	36
Some of it	28	29	30	31	30
Very little or none of it	12	10	17	15	14

*Question HS/MS Z.30.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.31**

***In the past school year, have you witnessed sexual assault by anyone off campus or NOT in a school setting?***

	Grade				Total
	9th %	10th %	11th %	12th %	
Never	90	89	91	88	89
Once or twice	8	9	8	10	9
More than twice	1	2	2	2	2

*Question HS/MS Z.31.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.32**

***If you report sexual assault, the school would take the matter seriously.***

	Grade				Total
	9th %	10th %	11th %	12th %	
Yes	68	66	65	54	64
No	5	6	7	10	7
Don't know	27	28	29	36	29

*Question HS/MS Z.32.*

*Note: Columns are not displayed if there are less than 10 respondents.*

**Table Z2.33*****In your opinion, do most students at your school experience sexual assault on campus?***

	Grade				Total %
	9th %	10th %	11th %	12th %	
Yes	6	7	4	7	6
No	54	49	58	53	53
Don't know	40	45	39	40	41

*Question HS/MS Z.33.**Note: Columns are not displayed if there are less than 10 respondents.*



# Appendix

## CHKS Content Overview, 2023-24

This brief guide to key CHKS Core Module indicators is designed to help survey users more easily understand and interpret their findings.<sup>1</sup> References are provided to the tables in CHKS reports where results for the indicators discussed can be found. References are also made to other relevant CHKS reports, factsheets, and resources that can be downloaded from the CalSCHLS website ([calschls.org](https://calschls.org)) for further information. What Works Briefs that provide guidance on best practices related to areas assessed by the survey are available from the California Safe and Supportive Schools website ([ca-safe-supportive-schools.wested.org/resources](https://ca-safe-supportive-schools.wested.org/resources)).

Special attention is directed toward indicators related to the requirements of California’s Local Control and Accountability Plans (LCAP). For a summary of state-level LCAP-related baseline CHKS data, see Factsheet #15.<sup>2</sup>

### MAIN CONTENT FOCUS: SCHOOL CLIMATE AND THE NEEDS OF THE WHOLE CHILD

The main purpose of the CHKS Core Module is to assess indicators of school climate, pupil engagement, and student supports, all three key priorities required of the LCAP. It provides schools with essential data to determine the degree to which they provide the conditions and supports that all youth need to succeed in learning and developmentally thrive. Forty-nine items assessing 14 school climate domains included in a *School Climate Report Card (SCRC)*.<sup>3</sup> All districts receive a district-level SCRC and can request school-level SCRCs. The items used in the SCRC assess school connectedness, developmental supports (e.g., caring adult relationships), and safety, including bullying and victimization.

School climate, as measured by the CHKS, is strongly related to student learning and academic performance. Data for high school students show that as school climate improves—as the schools became safer, more supportive, and more engaging—academic performance increased as well.<sup>4</sup>

In a ground-breaking analysis, a positive school climate was a distinguishing characteristic of California secondary schools that “beat the odds” academically and consistently performed better on the state’s standardized tests than *would be predicted* based on the characteristics of their students (i.e., comparing schools with similar student demographics). The more positive the school climate, the greater the probability there was for beating the odds. School climate was more strongly associated with beating the odds than a school’s level of personnel resources.<sup>5</sup>

In addition, the CHKS Core Module provides data to help understand the degree to which schools address the needs of the whole child. CHKS data show that California secondary schools made greater progress in raising standardized test scores over a one-year period when they had higher percentages of students who reported: (1) being less engaged in risky behaviors such as substance use and violence; (2) being more likely to eat nutritiously and exercise; and (3) experiencing caring adult relationships and high

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<sup>1</sup> To see how local results compare with state averages in California, download a copy of the latest Biennial State CHKS report ([calschls.org/reports-data/#state-level\\_reports](https://calschls.org/reports-data/#state-level_reports)). The Biennial State data are derived from a randomly-selected, representative state sample. County-level reports are also available on the CHKS website. Biennial State CHKS and county-level data can also be examined interactively on the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://calschls.org/reports-data/dashboard)).

<sup>2</sup> Austin. (2016). Download [calschls.org/docs/factsheet-15.pdf](https://calschls.org/docs/factsheet-15.pdf)

<sup>3</sup> See [calschls.org/reports-data/#scrc](https://calschls.org/reports-data/#scrc)

<sup>4</sup> O’Malley & Hanson. (2012). Download [data.calschls.org/resources/S3factsheet3\\_API\\_20120716.pdf](https://data.calschls.org/resources/S3factsheet3_API_20120716.pdf)

<sup>5</sup> Voight, Austin, & Hanson. (2013). Download [www.wested.org/online\\_pubs/hd-13-10.pdf](https://www.wested.org/online_pubs/hd-13-10.pdf)

expectations at school.<sup>6</sup> These results suggest that addressing the health and developmental needs of youth is a critical component of a comprehensive strategy for meeting accountability demands for improved academic performance.

## GRADE-LEVEL PATTERNS

More than 20 years of survey administration has demonstrated that as youth progress through secondary school, they become: (1) less likely to report feeling connected to school and being academically motivated; and (2) more likely to report truancy, involvement in substance use, and chronic sadness and hopelessness. Here are some additional grade-level patterns in CHKS data:

- **Seventh graders** report the highest rates of harassment and victimization, as well as participation in a physical fight and seeing a weapon on campus.
- **Ninth graders** report the lowest rates of developmental support.
- **Nontraditional (continuation school) students** report risk behavior (e.g., binge drinking, fighting at school) prevalence rates at least twice those of 11<sup>th</sup> graders in traditional comprehensive high schools.<sup>7</sup> They also exhibit lower perceived school safety, school connectedness, and developmental supports. Continuation school students are a highly vulnerable population in need of a wide range of academic, social, emotional, and behavioral supports and intervention services.<sup>8</sup>

## DEMOGRAPHIC CHARACTERISTICS AND POPULATION GROUP DIFFERENCES (Section 3)

Indicators of the demographic and background characteristics of the survey respondents help users gain a better sense of how representative the survey sample is compared to the student population overall. They also enable users to analyze how survey results vary by important groups in the school and help them to identify, and target programs for, youth most in need. School districts can use these data to meet LCAP requirements to demonstrate actions across state priorities in regard to socioeconomically disadvantaged students, English learners, and foster youth, as well as other indicators such as race/ethnicity, homeless youth, and LGBTQ youth.

In the standard CHKS report, breakdowns for selected key indicators are provided by all the LCAP priority groups such as race/ethnicity, gender, parental education, English learner and long-term English learner status, disability status, foster youth, and unhoused youth. For selected key indicators, the CalSCHLS Data Dashboard ([calschls.org/reports-data/dashboard](https://calschls.org/reports-data/dashboard)) can be used to display group differences across these same groups as well as additional groups (e.g., chronic sadness, caring relationships). Districts/schools can also subscribe to the District CalSCHLS private data dashboard to disaggregate their CHKS results by these groups for each school (email [calschls@wested.org](mailto:calschls@wested.org)).

### Racial-Ethnic Group Identification

Respondents self-report their identification with six racial/ethnic groups. In one study of CHKS data, both academic performance and school well-being—the degree to which students feel safe at, supported by, and connected to the school—varied consistently and persistently across schools by racial/ethnic groupings.<sup>9</sup> They were highest in schools with large proportions of white and Asian students, as well as

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<sup>6</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>7</sup> In interpreting the results for 11<sup>th</sup> graders, note that many youth who are most disengaged and involved in high risk behaviors may have already dropped out of school or did not participate in the survey because of truancy or absenteeism.

<sup>8</sup> Austin, Dixon, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-7.pdf](https://data.calschls.org/resources/FACTSHEET-7.pdf)

<sup>9</sup> Austin, Hanson, Bono, & Zheng. (2008). Download [data.calschls.org/resources/factsheet\\_8.pdf](https://data.calschls.org/resources/factsheet_8.pdf)

in middle- and high-income schools. Controlling for socioeconomic status and other school demographic characteristics reduced these racial/ethnic group differences, but the disparities still remained. This suggests that school climate factors related to student well-being may also play a role in racial/ethnic group differences in achievement. One strategy to close the gap may be to enhance learning supports that foster caring adult relationships, high expectations, meaningful participation, safety, and connectedness in schools serving large proportions of low-income African American and Hispanic students.

In the majority of cases, with notable exceptions for Asians, *the racial/ethnic gaps in performance, engagement, perceived support, and safety are greater within-schools than between-schools*.<sup>10</sup> White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.<sup>11</sup> Inequities in these factors can possibly contribute to the achievement differences. Further, these findings suggest that practices designed to ensure equitable access to academic resources, opportunities, learning supports, and promotion of common experiences may be effective in ameliorating the gap.

## Youth in Foster Care

Compared to youth who live with their parents, youth in foster care settings report much higher rates of substance abuse, poor school attendance and grades, more violence-related behaviors, more harassment, and higher depression risk.<sup>12 13</sup> They were also more likely to be low in caring adult relationships and total developmental support.

## Unhoused Youth

Homeless youth are substantially more likely than other youth to engage in substance use, have lower attendance at school and struggle with academic performance, feel less safe at school and experience greater levels of harassment and bullying, and exhibit higher levels of chronic sadness.<sup>14</sup> Like youth in foster care, unhoused youth were also more likely to be low in caring adult relationships at school.

## Sexual Orientation and Gender Identity

Lesbian, gay, bisexual, transgender, and questioning or queer (LGBTQ) youth are at elevated risk for bullying and violence victimization, mental health problems, drug and alcohol use, and exhibiting poor performance in school.<sup>15 16</sup> For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth<sup>17</sup> are:

- about 30 percentage points more likely than non-LGBTQ youth to experience harassment and bullying at school;
- 30-to-40 percentage points more likely to exhibit chronic sadness;
- 2-to-3 times more likely to smoke cigarettes, binge drink, and to have been drunk or high at school; and

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<sup>10</sup> Hanson, Austin, & Li. (2012). Download [data.calschls.org/resources/FACTSHEET-13\\_20120405.pdf](https://data.calschls.org/resources/FACTSHEET-13_20120405.pdf)

<sup>11</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>12</sup> Austin, Jones, & Annon. (2007). Download [data.calschls.org/resources/FACTSHEET-6.pdf](https://data.calschls.org/resources/FACTSHEET-6.pdf)

<sup>13</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>14</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

<sup>15</sup> Hanson, T., Zhang, G., Cerna, R., Stern, A., & Austin, G. (2019) Understanding the experiences of LGBTQ youth in California. San Francisco, CA: WestEd. [Download wested.org/resources/lgbtq-students-in-california/](https://download.wested.org/resources/lgbtq-students-in-california/)

<sup>16</sup> Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology*, 12, 465-487. <https://doi.org/10.1146/annurev-clinpsy-021815-093153>

<sup>17</sup> See [calschls.org/my-surveys/](https://calschls.org/my-surveys/)

- receive substantially fewer social supports from teachers and peers at school than their counterparts who do not identify as LGBTQ.

Because of such disparities, it is important to examine disparities across LGBTQ and non-LGBTQ youth to identify needs and support the development of practices that promote the healthy development and safety of all youth.

## **SCHOOL PERFORMANCE, SUPPORTS, AND ENGAGEMENT (Section 6)**

A major focus of the CHKS is providing data to gauge the level of pupil engagement, an LCAP state priority on which districts are required to show improvement. Enhancing student engagement has been identified as the key to addressing problems of low achievement, high levels of student misbehavior, alienation, and high dropout rates.<sup>18</sup> CHKS and other surveys consistently show that as youth progress through the school system, indicators of engagement decline.

It is important to look at engagement from three perspectives: behavioral, emotional, and cognitive. The CHKS provides data on all three types. As discussed below, the Academic Motivation scale, school boredom, and self-reported grades provide insight into cognitive engagement; the School Connectedness scale and school value item into emotional engagement; and attendance data into behavioral engagement. Another behavioral engagement indicator on the survey is substance use at school. Research shows that student engagement is malleable and that all three types of engagement are influenced by the level to which students perceive the school as having a positive environment.

The CHKS Developmental Supports scales provide insight into whether students experience three protective factors in their school (caring relationships, high expectations, and opportunities for meaningful participation). These protective factors characterize a positive school climate and are linked to school connectedness and positive academic, behavioral, and health outcomes. Other school climate factors assessed are the level of parent involvement and the quality of the school physical environment, both also LCAP priorities. The likelihood that students will be motivated and engaged is increased to the extent that their teachers, family, and friends effectively support their purposeful involvement in learning and in school.

### **Self-Reported Grades**

The CHKS asks students to indicate what grades they received in school in the past 12 months. Although self-reports are not as accurate as actual report card data, they provide a general sense of the school performance of the survey respondents from their self-perception.

### **Academic Motivation**

A four-item scale gauges student academic motivation by asking how strongly they agree that they try hard to do well on schoolwork, try hard because they are interested in the work, work hard to understand new things at school, and always try to do better. On the 2019-21 State CHKS, the percentage of students agreeing with the questions on this scale ranged from 64 percent in 11<sup>th</sup> grade to 71 percent in 7<sup>th</sup>.<sup>19</sup>

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Student perceptions of the school environment and their degree of school connectedness influence their achievement motivation. But students may be behaviorally and/or emotionally invested in a given activity without actually exerting the

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<sup>18</sup> Wang, M-T, & Eccles, J. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 28, 12-23. <https://doi.org/10.1016/j.learninstruc.2013.04.002>

<sup>19</sup> Download [data.calschls.org/resources/Biennial\\_State\\_1921.pdf](https://data.calschls.org/resources/Biennial_State_1921.pdf)

necessary mental effort to understand and master the knowledge, craft, or skill that the activity promotes. This scale provides insight into the overall level of that mental effort.

In addition, the supplementary School Climate Module includes Student Learning Environment and Learning Engagement Climate scales and a series of questions about supports for learning and academic rigor.

### School Boredom – School Value

Boredom is commonly experienced among secondary students, but its meaning and effects vary from student to student. Student boredom can be associated with specific subjects and academic tasks or it can be a pervasive response to school activities. Frequent boredom is associated with poor academic and mental health outcomes. Two CHKS questions ask about students' school boredom (school is really boring) and how much they value their schooling experience (school is worthless and a waste of time). Combined, these two survey questions are used to identify School Boredom Mindset Profiles.<sup>20,21</sup>

			School is really boring									
			Low Boredom				Mid Boredom			High Boredom		
			0 Disagree	1	2	3	4	5	6	7	8	9 10 Agree
School is worthless, a waste of time	High Value	0 Disagree	<b>Optimal</b>  <b>1</b> <b>Low Boredom-High Value</b>  Students did not think school was boring and valued school highly				<b>4</b> <b>Mid Boredom-High Value</b>  Students valued school highly with mid-level school boredom			<b>7</b> <b>High Boredom-High Value</b>  Students indicated school was very boring, yet they valued it highly		
		1										
		2										
		3										
	Mid Value	4	<b>2</b> <b>Low Boredom-Mid Value</b>				<b>5</b> <b>Mid Boredom-Mid Value</b>  Students with mid-level school boredom and school value			<b>8</b> <b>High Boredom-Mid Value</b>  Students indicated school was very boring, and valued it at a mid level		
		5										
		6										
	Low Value	7	<b>3</b> <b>Low Boredom-Low Value</b>				<b>6</b> <b>Mid Boredom-Low Value</b>			<b>Suboptimal</b>  <b>9</b> <b>High Boredom-Low Value</b>  Students indicated school was very boring, and valued it at a very low level		
		8										
		9										
		10 Agree										

Students with high school boredom and low school-value, a suboptimal profile, report substantially poorer well-being than students with low boredom combined with elevated school-value, an optimal profile.

<sup>20</sup> Furlong, M. J., Smith, D. C., Springer, T., & Dowdy, E. (2021). Bored with school! Bored with life? Well-being characteristics associated with a school boredom mindset. *Journal of Positive School Psychology*, 5(1), 42–64.  
<https://www.covitalityucsb.info/ewExternalFiles/10.%20Furlong%20et%20al%20Boredom-JPSP..pdf>

<sup>21</sup> See D. Michael Furlong's RISE 360 School Boredom Resource to learn more about school boredom and how these two items are combined to identify School Boredom Mindset Profiles  
[https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6\\_#/](https://rise.articulate.com/share/evs7SLqtz3xvWkgVnQjW6YNu1vFyRm6_#/)



Moreover, students with high school boredom and high school-value may be experiencing episodic or task-specific boredom, which requires different types of support than students who exhibit the suboptimal pattern. The percentage of students falling in each of these profile groups is presented in the CHKS report so that school personnel can monitor the boredom experiences of students to best address their academic and social-emotional needs.

## Absenteeism

Before good teachers with quality curriculums and engaging activities can improve academic performance, the students have to show up. The CHKS provides data to identify what proportion of respondents are at risk of chronic absenteeism (missed 3 or more days during the past 30 days) and what were the reasons for absences.

Poor attendance is a marker of a wider variety of other problems, including low school connectedness and learning engagement. Both the US Department of Education and the California Office of the Attorney General have launched initiatives designed to raise awareness about and combat chronic absenteeism, generally defined as missing 10 percent of school days. According to a report by Attendance Works, the nation's large and persistent achievement gaps are rooted in a largely hidden crisis of chronic absenteeism, especially among low-income and minority children.<sup>22</sup>

Biennial State CHKS data indicate that the most common reasons for being absent in secondary school, after illness, are generally not getting enough sleep and anxiety or stress, followed by being behind in schoolwork, and being bored or uninterested in school, another good indicator of disengagement.<sup>23</sup>

## Developmental Supports

Research shows that when schools (or families or communities) provide three developmental supports—**caring adult relationships, high expectations, and opportunities for meaningful participation**—students are more likely to report more positive academic, social-emotional, and health outcomes, including higher grades, school connectedness, attendance, and perceived safety. CHKS measures these supports using multi-item scales. Results overall suggest that the great majority of students do not receive sufficient levels of support and that the supports received are lower in high school than in middle school, even though student need for them is arguably higher.<sup>24 25 26 27 28 29</sup>

## School Connectedness

School connectedness is one of the indicators of school climate that a California school district must address in its LCAP. Research shows that school connectedness is associated with multiple positive academic, social-emotional, and health outcomes.<sup>30</sup> It also shows that youth who feel safe at school, experience caring adults, and have opportunities for engagement and other developmental supports are more likely to feel connected to the school. The CHKS five-item School Connectedness scale is an important differentiator between low-performing and high-performing high schools and has value as an

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<sup>22</sup> Attendance Works & Everyone Graduates Center. (2017, September). *Portraits of Change: Aligning School and Community Resources to Reduce Chronic Absence*. Download [www.attendanceworks.org/portraits-of-change/](http://www.attendanceworks.org/portraits-of-change/)

<sup>23</sup> Austin, Hanson, Bala, & Zheng. (2023). Download [data.calschls.org/resources/18th\\_Biennial\\_State\\_1921.pdf](http://data.calschls.org/resources/18th_Biennial_State_1921.pdf)

<sup>24</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/factsheet.pdf](http://data.calschls.org/resources/factsheet.pdf)

<sup>25</sup> Hanson & Austin. (2002). Download [data.calschls.org/resources/FACTSHEET-3.pdf](http://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>26</sup> Hanson. (2011). Download [data.calschls.org/resources/S3factsheet1\\_caring\\_20120223.pdf](http://data.calschls.org/resources/S3factsheet1_caring_20120223.pdf)

<sup>27</sup> Hanson. (2012). Download [data.calschls.org/resources/S3factsheet2\\_participation\\_20120224.pdf](http://data.calschls.org/resources/S3factsheet2_participation_20120224.pdf)

<sup>28</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief1\\_CaringRelationships\\_final.pdf](http://data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf)

<sup>29</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief2\\_MeaningfulPart\\_final.pdf](http://data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf)

<sup>30</sup> National Research Council and the Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn*. Washington, D.C.: The National Academies Press.

indicator of school quality. The online Query CalSCHLS system ([calschls.org/reports-data/query-calschls/](https://calschls.org/reports-data/query-calschls/)) enables examination of how key survey indicators vary by school connectedness.

School connectedness declines markedly after elementary school. A substantial minority of middle and high school students are not connected to their schools. On the 2017-19 State CHKS, the average percentage of students agreeing to these scale questions declined from 62 percent in 7<sup>th</sup> grade to 53 percent in 11<sup>th</sup>, a decline similar to that found for the Academic Motivation scale.<sup>31</sup> This may be related at least in part to their lower levels of developmental support. Prior analyses have indicated that the lowest rates of both connectedness and test scores are in low-income schools.<sup>32 33</sup>

## **Parent Involvement**

Parent involvement, including promoting parental participation in school programs, is one of the LCAP state priorities. A three-item scale assesses student perceptions (level of agreement) of three components of parent involvement: teachers communicating with parents about what students are expected to learn in class, parents feeling welcome to participate at this school, and school staff taking parent concerns seriously. The same questions also are asked on the staff and parent surveys so that perceptions can be compared across all three stakeholder groups. A large and growing body of evidence has linked school success to the manner and degree to which a school communicates with parents, engages them both in school activities and education, and fosters a school climate that parents perceive as warm, inviting, and helpful.<sup>34</sup>

## **Facilities and Physical Environment**

As an indicator of student perceptions of the school's physical environment, the CHKS includes a question asking students how much they agree the school "is usually clean and tidy." Additional questions are included in the supplementary School Climate Module. An analysis of 2018/20 data from the questions on both modules found that a plurality of students report that their school facilities are in good condition, but a non-trivial minority of students were dissatisfied with the condition of their school facilities.<sup>35</sup> Between 20 percent and 25 percent of students disagree or strongly disagree on the quality of the physical environment items. Almost one-third of schools serving 11<sup>th</sup> graders were categorized as having low quality physical environments based on student reports on the clean and tidy item. Student perceptions of the quality of their school's physical environment were strongly related to student achievement.

## **SCHOOL VIOLENCE, VICTIMIZATION, AND SAFETY (Section 8)**

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurs on campus, as well as vandalism, and the overall level of school safety.<sup>36</sup> Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and other nonviolent misbehavior among youth, such as substance use and sales on campus.<sup>37</sup> These behaviors adversely affect not only students' ability

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<sup>31</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf). School Connectedness was not assessed on the 2019-21 State CHKS because the majority of students did not attend school in-person in 2020-21 due to the COVID-19 pandemic.

<sup>32</sup> Austin, Hanson, & Voight. (2013). Download [data.calschls.org/resources/S3factsheet5\\_connectedness\\_20130827.pdf](https://data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf)

<sup>33</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief4\\_Connectedness\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf)

<sup>34</sup> Wilder, S. (2014). Effects of parental involvement on academic achievement. A meta-synthesis. *Educational Review*, 66:3, 377-397.

<sup>35</sup> Hanson & Zheng. (2021). Download [calschls.org/docs/facilities\\_030221.pdf](https://calschls.org/docs/facilities_030221.pdf)

<sup>36</sup> The CHKS also includes two violence-related questions that are not school based: the frequency students experienced cyberbullying and whether they are gang members.

<sup>37</sup> Juvonen, J., & Graham, S. (2001). *Peer harassment in school: The plight of the vulnerable and victimized*. New York: Guilford Press.

to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.<sup>38 39 40</sup>

## Perceived Safety

Perceived safety is another indicator that districts/schools are required to monitor as part of their LCAP school climate priority. School safety is more than the antithesis of violence. Perceived school safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying. Both physical and psychological safety are essential for high quality teaching and learning. It is a key factor in students feeling connected to school. Another indicator important for attendance is the percentage of students who report missing school because they didn't feel safe (Table A6.3).

If students report low levels of perceived school safety, further examination of all the indicators related to bullying and victimization is warranted. Consider conducting follow-up student voice and feedback sessions such as focus groups or Student Listening Circles and integrating questions on why students do not feel safe.<sup>41</sup>

## Harassment and Victimization

Most of the safety-related questions on the survey assess victimization. Because a relatively small number of students can victimize a large number of their peers, victimization questions provide important insight into the overall school climate. Nonviolent harassment in any form—threats, intimidation, rumors, and ostracism—can instill a sense of vulnerability, isolation, frustration, and fear among its victims, leading to engagement in health risk behaviors or avoidance behaviors such as missing school and social isolation. This type of misbehavior, vastly more common than any other, ruins the school day for many students.

The CHKS asks about the frequency with which students experienced any bullying/harassment related to six bias-related categories (gender, race/ethnicity, disability, sexual identity, religion, immigrant status), as well as for any other reason (Table A8.2). About three-in-ten secondary students report experiencing some harassment in the past year on the 2017-19 State CHKS, with the percentages declining between 7<sup>th</sup> and 11<sup>th</sup> grades.<sup>42</sup> Analyses show that victims of harassment are more likely to not feel safe at, and connected to, school; to have higher truancy; and to experience lower developmental (resilience) supports at school.<sup>43 44</sup> They report higher rates of fighting and weapons possession at school, as well as risk of depression. Students who report bias-related harassment, particularly for disability and sexual orientation, have poorer well-being than students who were only harassed for other reasons.

Different forms of verbal harassment at school are assessed by asking students about: mean rumors or lies; sexual-related jokes, comments, or gestures; being made fun of because of looks or speech; and, more generally, being made fun of, insulted or called names. Physical victimization is assessed by questions about having been pushed/shoved, threatened with harm or injury (without or without weapon), and being afraid of being beaten up. Students are also asked whether they have ever been in a physical fight as a measure of general violence.

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<sup>38</sup> Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

<sup>39</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief5\\_ViolencePerpetration\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf)

<sup>40</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief6\\_ViolenceVictimization\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf)

<sup>41</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief3\\_Safety\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf)

<sup>42</sup> Austin, Hanson, Zhang, & Zheng. (2020). Download [data.calschls.org/resources/Biennial\\_State\\_1719.pdf](https://data.calschls.org/resources/Biennial_State_1719.pdf). Harassment at school was not assessed on the 2019-21 State CHKS due to the COVID-19 pandemic.

<sup>43</sup> Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>44</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)



The supplementary School Climate Module includes Bullying Prevention and Respect for Diversity scales to provide insight into what the school is doing to reduce the problem.

## **Vandalism and Weapons**

Two other safety-related areas assessed by the survey are school vandalism and weapons possession. Students are asked whether they damaged school property or had their property damaged at school and whether they carried a knife or other weapon to school or observed someone else doing these things.<sup>45</sup> Overall, weapons possession is not common. Statewide, only about two percent of secondary students report carrying a gun and 4-5 percent report carrying another weapon.<sup>46</sup> About 14 percent of 7<sup>th</sup> and 9<sup>th</sup> graders report seeing someone carrying a weapon compared to 11 percent of 11<sup>th</sup> graders.

## **SUBSTANCE USE (Sections 9 and 10)**

An important barrier to learning, positive youth development, and health, substance use is assessed by the CHKS Core.

### **Alcohol and Other Drug Use (Section 9)**

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. Years of research have shown that adolescent substance use is closely connected to academic performance and contributes to raising the level of truancy and absenteeism, special education, disciplinary problems, disengagement and dropout rates, teacher turnover, and property damage.

Reflecting this, on the California School Staff Survey, 39 percent of high school staff statewide reported that alcohol and drug use are a moderate to severe problem at their school.<sup>47</sup>

### **Alcohol and Other Drug Use at School (Section 9)**

AOD use at school is especially troubling. This is behavior that threatens not only the user's learning ability but also the school's efforts to educate all youth. It also is an indirect indicator of school disengagement. An analysis of CHKS data found that substance use and intoxication at school, being offered drugs at school, and lifetime intoxication were significantly related to changes in California achievement test scores one year later.<sup>48</sup> Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.<sup>49 50</sup>

### **Cigarette Smoking (Section 10)**

Students who report smoking cigarettes are significantly more likely than those who do not to engage in alcohol and other drug use, be involved in violence and gang membership, and experience school-related problems and disengagement. To a lesser extent, students who smoke are also more likely to be victims of violence and harassment, feel unsafe at school, and experience incapacitating sadness and loneliness. These results suggest that efforts to reduce student smoking may be more successful if embedded in approaches that address a broad range of risk behaviors and problems.<sup>51 52</sup>

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<sup>45</sup> Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

<sup>46</sup> Austin, Hanson, Polik, & Zheng. (2018). Download [data.calschls.org/resources/Biennial\\_State\\_1517.pdf](https://data.calschls.org/resources/Biennial_State_1517.pdf)

<sup>47</sup> Statewide CSSS. (2018). Download [calschls.org/docs/statewide\\_1517\\_csss.pdf](https://calschls.org/docs/statewide_1517_csss.pdf)

<sup>48</sup> Hanson, T. L., Austin, G. A., & Lee-Bayha, J. (2004). *Ensuring that No Child is Left Behind: How are Student Health Risks & Resilience Related to the Academic Progress of Schools*. San Francisco: WestEd.

<sup>49</sup> Hanson & Austin. (2003). Download [data.calschls.org/resources/FACTSHEET-3.pdf](https://data.calschls.org/resources/FACTSHEET-3.pdf)

<sup>50</sup> O'Malley & Amarillas. (2011). Download [data.calschls.org/resources/S3\\_WhatWorksBrief8\\_AOD\\_final.pdf](https://data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf)

<sup>51</sup> Hanson & Zheng. (2006). Download [data.calschls.org/resources/factsheet2update.pdf](https://data.calschls.org/resources/factsheet2update.pdf)

<sup>52</sup> Austin, McCarthy, Slade, & Bailey. (2007). Download [data.calschls.org/resources/FACTSHEET-5.pdf](https://data.calschls.org/resources/FACTSHEET-5.pdf)

## **SOCIAL AND EMOTIONAL HEALTH (Section 7)**

Student mental health can have a big impact on their health and well-being. The CHKS Core provides four measures for assessing mental health among students: (1) whether they experience chronic, incapacitating sadness or hopelessness; (2) whether they ever contemplated suicide; (3) social and emotional distress; and (4) life satisfaction. Students who experience chronic sadness, compared to their peers who do not, are at elevated risk of a wide range of educational, health, social, and emotional problems, including lower school attendance, performance, and connectedness.<sup>53</sup> They also report lower levels of the developmental supports in their schools and communities that have been shown to mitigate these problems. Similar findings are found among youth who have contemplated suicide.<sup>54</sup>

CHKS data also show that students who report bias-related harassment, particularly for disability and sexual orientation, have poorer overall mental health than students who are harassed for other reasons or not harassed. Students who report any harassment are about twice as likely to experience chronic sadness/hopelessness than their non-harassed peers.<sup>55 56</sup>

See also the percentage of students who report missing school because they “felt very sad, hopeless, anxious, stressed, or angry.” In addition, the supplementary School Climate Module includes a Social and Emotional Supports scale that provides insight from students on what the school does to help promote mental health and foster social-emotional competencies.

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<sup>53</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-11.pdf](https://data.calschls.org/resources/FACTSHEET-11.pdf)

<sup>54</sup> Austin, Cragle, Delong-Cotty. (2012). Download [data.calschls.org/resources/FACTSHEET-12.pdf](https://data.calschls.org/resources/FACTSHEET-12.pdf)

<sup>55</sup> Heck, Russell, O’Shaughnessy, Laub, Calhoun, & Austin. (2005). Download [data.calschls.org/resources/FACTSHEET-4.pdf](https://data.calschls.org/resources/FACTSHEET-4.pdf)

<sup>56</sup> Austin, Nakamoto, & Bailey. (2010). Download [data.calschls.org/resources/FACTSHEET-10.pdf](https://data.calschls.org/resources/FACTSHEET-10.pdf)