CALIFORNIA HEALTHY KIDS SURVEY

CALIFORNIA CalSCHLS SURVEY SYSTEM

Saratoga High
Secondary
2023-2024
Main Report

California Department of EDUCATION

WestEd
WestEd.org

Contents

List of Tables

Safety & Violence Module

1. Module Sample

Table M1.1

Student Sample for Safety & Violence Module

	Grade 9	Grade 10	Grade 11	Grade 12
Student Sample Size				
Target sample	304	280	294	287
Final number	169	125	147	114
Response Rate	56%	45%	50%	40%

2. Physical Violence and Weapon Possession

Table M2.1

Violent Incidents, Past 12 Months

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %
Been in a physical fight				
0 times	94	94	95	94
1 time	4	4	4	4
2 to 3 times	2	1	1	1
4 or more times	1	1	1	1
Been in a physical fight between groups of kids				
0 times	99	97	97	98
1 time	1	3	2	2
2 to 3 times	0	0	1	0
4 or more times	0	0	0	0
Used any weapon to threaten or bully someone				
0 times	100	99	99	99
1 time	0	0	1	0
2 to 3 times	0	1	1	1
4 or more times	0	0	0	0
Been hit, slapped, or physically hurt on purpose by your boyfriend or girlfriend				
0 times	99	98	99	98
1 time	1	2	1	2
2 to 3 times	0	0	1	0
4 or more times	0	0	0	0

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 %
A gun				
0 days	99	100	99	99
1 day	0	0	1	0
2 or more days	1	0	0	1
Any other weapon (such as a knife or club)				
0 days	99	99	99	99
1 day	0	1	1	0
2 or more days	1	0	1	1
Any weapon (gun, knife, or club) on school property				
0 days	99	98	100	99
1 day	0	1	0	0
2 or more days	1	1	0	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	68	71	73	69
Safe	27	25	23	29
Neither safe nor unsafe	4	4	1	3
Unsafe	0	0	1	0
Very unsafe	0	0	1	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	97	96	97	99
1 day	1	3	1	0
2 or 3 days	2	2	1	1
4 or more days	1	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	88	91	89	95
Yes	12	9	11	5

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	95	92	93	97
Yes	5	8	7	3

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	98	97	100	99
1 time	1	1	0	0
2 or 3 times	1	3	0	1
4 or more times	0	0	0	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	91	89	89	94
No	9	9	11	6
Yes	0	2	0	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	98	97
Yes	1	2	2	3

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
Student Sample Size				
Target sample	304	280	294	287
Final number	184	127	153	114
Response Rate	61%	45%	52%	40%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 9 %	Grade 10 %	Grade 11 %	Grade 12 %	Table
Covitality[†]	69	69	69	76	
Belief in self[†]	67	68	65	73	P2.2
Belief in others[†]	77	76	77	80	P2.2
Emotional competence[†]	75	77	77	87	P2.2
Engaged living[†]	57	55	55	59	P2.2
Growth mindset[‡]	65	70	69	72	P7.1
Goals[†]	80	76	79	86	P8.1
Collaboration[†]	73	72	80	82	P9.1
Problem solving[†]	57	61	58	69	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.

[†]*Average percent of respondents reporting "Pretty much true" or "Very much true."*

[‡]*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
Belief in self	67	68	65	73	
Self-efficacy	78	75	77	83	P3.1
Self-awareness	68	69	66	78	P3.2
Persistence	54	59	53	59	P3.3
Belief in others	77	76	77	80	
School supports	78	79	76	76	P4.1
Family connectedness	77	71	73	76	P4.2
Peer supports	78	75	81	85	P4.3
Emotional competence	75	77	77	87	
Emotional regulation	74	76	79	92	P5.1
Empathy	82	82	83	89	P5.2
Behavioral self-control	70	74	68	81	P5.3
Engaged living	57	55	55	59	
Optimism	49	48	43	43	P6.1
Gratitude	64	64	69	75	P6.2
Zest	55	54	53	56	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 %
Self-efficacy				
Average reporting "Pretty much true" or "Very much true"	78	75	77	83
I can work out my problems.				
Not at all true	1	6	2	3
A little true	21	25	19	16
Pretty much true	53	47	50	53
Very much true	25	23	28	29
I can do most things if I try.				
Not at all true	3	6	3	1
A little true	16	13	20	10
Pretty much true	48	46	42	54
Very much true	32	35	36	36
There are many things that I do well.				
Not at all true	6	7	5	3
A little true	19	21	21	20
Pretty much true	49	38	41	45
Very much true	26	34	34	32

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 %
Self-awareness				
Average reporting "Pretty much true" or "Very much true"	68	69	66	78
There is a purpose to my life.				
Not at all true	10	9	6	4
A little true	25	17	23	18
Pretty much true	35	38	39	46
Very much true	30	35	32	32
I understand my moods and feelings.				
Not at all true	7	8	7	3
A little true	24	27	32	19
Pretty much true	39	39	36	49
Very much true	30	27	25	29
I understand why I do what I do.				
Not at all true	10	8	9	4
A little true	21	23	26	18
Pretty much true	40	39	39	50
Very much true	29	30	26	28

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 %
Persistence				
Average reporting "Pretty much true" or "Very much true"	54	59	53	59
When I do not understand something, I ask the teacher again and again until I understand.				
Not at all true	20	19	14	15
A little true	30	34	41	30
Pretty much true	33	26	23	34
Very much true	16	22	21	21
I try to answer all the questions asked in class.				
Not at all true	15	17	12	19
A little true	34	22	35	21
Pretty much true	31	34	23	38
Very much true	20	27	30	21
When I try to solve a math problem, I will not stop until I find a final solution.				
Not at all true	11	5	12	9
A little true	28	27	26	27
Pretty much true	36	40	34	39
Very much true	26	28	28	25

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 %
School supports				
Average reporting "Pretty much true" or "Very much true"	78	79	76	76
There is a teacher or some other adult from my school...				
who always wants me to do my best.				
Not at all true	3	2	3	3
A little true	14	14	15	19
Pretty much true	46	48	45	42
Very much true	37	37	37	36
who listens to me when I have something to say.				
Not at all true	4	2	5	2
A little true	20	20	21	21
Pretty much true	52	46	45	46
Very much true	24	32	30	31
who believes that I will be a success.				
Not at all true	4	2	6	4
A little true	20	24	23	24
Pretty much true	49	45	39	41
Very much true	27	30	31	31

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 %
Family connectedness				
Average reporting "Pretty much true" or "Very much true"	77	71	73	76
My family members really help and support one another.				
Not at all true	4	8	7	6
A little true	19	21	21	15
Pretty much true	33	32	37	41
Very much true	44	39	35	38
There is a feeling of togetherness in my family.				
Not at all true	7	9	7	6
A little true	16	20	20	20
Pretty much true	31	31	36	38
Very much true	45	40	37	36
My family really gets along well with each other.				
Not at all true	4	9	7	5
A little true	18	21	18	19
Pretty much true	37	33	40	45
Very much true	41	37	35	32

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 %
Peer supports				
Average reporting "Pretty much true" or "Very much true"	78	75	81	85
I have a friend my age who really cares about me.				
Not at all true	3	6	2	5
A little true	13	13	11	9
Pretty much true	37	37	38	43
Very much true	48	45	49	43
I have a friend my age who talks with me about my problems.				
Not at all true	9	10	4	7
A little true	19	20	17	8
Pretty much true	28	27	32	41
Very much true	43	43	46	43
I have a friend my age who helps me when I'm having a hard time.				
Not at all true	7	8	3	6
A little true	16	17	18	8
Pretty much true	31	34	30	45
Very much true	45	41	49	42

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 %
Emotional Regulation				
Average reporting "Pretty much true" or "Very much true"	74	76	79	92
I accept responsibility for my actions.				
Not at all true	3	3	3	1
A little true	17	21	13	6
Pretty much true	52	43	46	58
Very much true	28	34	39	35
When I make a mistake I admit it.				
Not at all true	3	5	3	1
A little true	27	19	24	7
Pretty much true	44	50	41	56
Very much true	26	27	32	36
I can deal with being told no.				
Not at all true	3	3	3	1
A little true	23	19	18	8
Pretty much true	40	47	41	52
Very much true	34	30	38	39

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 %
Empathy				
Average reporting "Pretty much true" or "Very much true"	82	82	83	89
I feel bad when someone gets their feelings hurt.				
Not at all true	6	5	3	2
A little true	13	12	11	9
Pretty much true	43	34	34	36
Very much true	38	49	51	53
I try to understand what other people go through.				
Not at all true	4	3	3	3
A little true	14	18	16	9
Pretty much true	46	40	39	45
Very much true	37	39	43	43
I try to understand how other people feel and think.				
Not at all true	5	3	2	2
A little true	13	13	15	8
Pretty much true	47	39	41	39
Very much true	36	45	42	50

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 %
Behavioral self-control				
Average reporting "Pretty much true" or "Very much true"	70	74	68	81
I can wait for what I want.				
Not at all true	3	4	7	1
A little true	21	17	20	17
Pretty much true	49	44	40	46
Very much true	27	34	33	36
I don't bother others when they are busy.				
Not at all true	2	3	4	5
A little true	32	23	30	14
Pretty much true	46	42	35	51
Very much true	20	31	31	30
I think before I act.				
Not at all true	7	3	4	3
A little true	26	27	31	18
Pretty much true	46	45	34	47
Very much true	21	25	31	32

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 %
Optimism				
Average reporting "Pretty much true" or "Very much true"	49	48	43	43
Each day I look forward to having a lot of fun.				
Not at all true	18	18	20	20
A little true	36	40	39	48
Pretty much true	32	30	28	22
Very much true	14	12	13	10
I usually expect to have a good day.				
Not at all true	20	16	21	17
A little true	32	34	39	43
Pretty much true	34	36	25	29
Very much true	14	14	15	11
Overall, I expect more good things to happen to me than bad things.				
Not at all true	20	13	19	14
A little true	26	36	33	28
Pretty much true	33	33	30	40
Very much true	21	18	17	18

Question HS A.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 %
Gratitude				
Average reporting "Pretty much true" or "Very much true"	64	64	69	75
On most days I feel grateful.				
Not at all true	8	11	6	8
A little true	28	25	29	19
Pretty much true	38	32	37	47
Very much true	26	32	29	27
On most days I feel thankful.				
Not at all true	8	8	8	7
A little true	28	29	22	16
Pretty much true	38	32	39	50
Very much true	26	31	31	27
On most days I feel appreciative.				
Not at all true	10	7	7	4
A little true	26	28	20	21
Pretty much true	41	35	42	45
Very much true	23	30	31	30

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 %
Zest				
Average reporting "Pretty much true" or "Very much true"	55	54	53	56
On most days I feel energetic.				
Not at all true	18	14	19	13
A little true	28	33	31	35
Pretty much true	37	27	26	31
Very much true	18	26	24	22
On most days I feel active.				
Not at all true	18	16	13	13
A little true	24	28	33	31
Pretty much true	39	26	28	34
Very much true	19	30	27	22
On most days I feel enthusiastic.				
Not at all true	18	15	14	12
A little true	29	32	31	28
Pretty much true	34	24	29	36
Very much true	18	29	26	24

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 %
Growth mindset$^\Gamma$				
Average reporting "A little true" or "Not at all true"	65	70	69	72
My intelligence is something I cannot change very much.				
Not at all true	22	33	26	31
A little true	31	30	33	33
Pretty much true	31	21	21	20
Very much true	16	16	20	16
Challenging myself will not make me any smarter.				
Not at all true	45	50	58	63
A little true	25	21	19	12
Pretty much true	17	14	8	16
Very much true	14	15	15	9
There are some things I am not capable of learning.				
Not at all true	30	32	34	41
A little true	34	38	30	29
Pretty much true	21	16	21	21
Very much true	15	14	15	9
If I am not naturally smart in a subject, I will never do well in it.				
Not at all true	42	50	45	50
A little true	30	28	29	27
Pretty much true	18	10	14	16
Very much true	11	13	12	7

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.

$^\Gamma$*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 %
Goals				
Average reporting "Pretty much true" or "Very much true"	80	76	79	86
I am looking forward to a successful career.				
Not at all true	5	5	3	1
A little true	13	19	19	12
Pretty much true	44	35	30	39
Very much true	39	41	47	48
I have high goals and expectations for myself.				
Not at all true	6	4	4	3
A little true	12	14	14	6
Pretty much true	33	32	29	39
Very much true	49	50	53	52
I don't expect very much of myself in the future.[Γ]				
Not at all true	43	50	49	62
A little true	31	22	28	16
Pretty much true	16	12	13	16
Very much true	10	16	10	6

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.

[Γ]*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 %
Collaboration				
Average reporting "Pretty much true" or "Very much true"	73	72	80	82
I enjoy working together with other students on class activities.				
Not at all true	10	9	5	5
A little true	24	29	21	22
Pretty much true	42	36	41	45
Very much true	24	26	34	28
When I work in school groups, I do my fair share.				
Not at all true	2	3	4	3
A little true	11	11	9	3
Pretty much true	47	37	38	40
Very much true	39	49	49	55
I like to listen to other students' ideas in class.				
Not at all true	6	5	6	6
A little true	28	24	16	15
Pretty much true	42	49	46	48
Very much true	24	22	31	31

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 %
Problem solving				
Average reporting "Pretty much true" or "Very much true"	57	61	58	69
When I need help I find someone to talk with.				
Not at all true	13	14	8	6
A little true	25	23	33	21
Pretty much true	38	30	32	41
Very much true	24	33	26	32
I try to work out my problems by talking or writing about them.				
Not at all true	20	22	19	13
A little true	31	25	31	27
Pretty much true	28	31	29	35
Very much true	21	21	20	25
I trust my ability to solve difficult problems.				
Not at all true	7	9	7	5
A little true	31	23	28	21
Pretty much true	39	39	36	43
Very much true	23	29	29	31

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
Student Sample Size				
Target sample	304	280	294	287
Final number	239	189	201	149
Response Rate	79%	68%	68%	52%

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	94	94	92	97	94
Once or twice	4	3	5	3	4
More than twice	1	3	2	0	1
At least monthly	0	1	1	0	0
At least weekly	0	0	1	0	0

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	2	3	4	1	2
No	12	12	13	7	11
I have not been subjected to sexual harassment by anyone in the school setting.	86	85	83	91	86

Question HS/MS Z.2.

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			
	9th %	10th %	11th %	Total %
I didn't want attention or publicity	46	47	44	46
I did not think anyone would believe me	4	12	13	9
I felt embarrassed, ashamed, or that it would be too emotionally difficult	13	24	25	19
I didn't want to make things worse or be retaliated against	33	41	19	32
It was all in good fun, playful	33	12	25	25
The reporting process doesn't work/isn't effective	17	0	6	9
I was afraid of my cultural/gender/other identity being revealed	0	18	6	7
I did not want the person to get into trouble	13	12	0	9
I didn't need help	21	18	19	19
I did not know where to go or who to tell	8	18	13	12
The incident occurred while school was not in session	0	18	0	5
It is just normal behavior	13	6	19	12
The reporting process is a pain	17	29	6	18
I feared it would not be kept confidential	13	24	6	14
I reported the incident to someone outside the school setting (e.g. law enforcement)	0	0	0	0
Other	21	35	19	25

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				
	9th %	10th %	11th %	12th %	Total %
Never	90	92	93	95	93
Once or twice	7	4	5	3	5
More than twice	1	3	1	1	2
At least monthly	1	1	1	0	1
At least weekly	0	1	1	0	0

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	3	3	1	1	2
No	11	11	7	5	9
I have not witnessed sexual harassment by anyone in the school setting.	85	86	92	94	89

Question HS/MS Z.6.

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	
	%	%	%	%
The reporting process wouldn't make anything better	50	27	17	35
I did not know where to go or who to tell	33	7	25	24
I had trouble reaching an administrator to make a report	8	0	0	4
I did not want anyone to get in trouble	33	47	25	35
Alcohol and/or other drugs were present	0	0	0	0
The harassed person seemed to be able to handle it themselves	38	20	8	25
The reaction by others suggested that it wasn't serious enough to contact anyone	25	33	25	27
Because of the person's gender, I thought it would be minimized or misunderstood	4	13	17	10
I was too busy	29	20	17	24
I reported the incident to someone outside the school setting (e.g. law enforcement)	0	0	0	0
Other	46	13	25	31

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				
	9th %	10th %	11th %	12th %	Total %
Principal Notification	36	44	58	53	47
Other students	21	17	21	24	21
Counselor	21	22	28	21	23
Student Handbook	22	34	39	40	33
Sexual Health classes	46	61	47	42	49
Advisory/Assembly	33	28	61	60	44
Classroom Presentations	37	37	45	41	40
News/media	20	22	27	28	23
Other parents	12	9	11	10	11
District/school website	26	33	34	32	31
Other	16	10	13	14	13
It has not been communicated to me	23	13	9	7	14

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	22	26	26	24	24
Most of it	39	35	37	45	39
Some of it	23	31	25	22	25
Very little or none of it	16	8	12	9	12

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	20	8	8	7	11
Yes, once	29	33	20	20	26
Yes, on multiple occasions	52	59	72	73	63

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	21	20	28	31	24
Most of it	40	43	39	39	40
Some of it	22	31	25	21	25
Very little or none of it	17	6	8	9	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	78	72	67	71
No	3	5	6	6	5
Don't know	28	17	22	27	24

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	67	69	75	75	71
No	9	13	11	9	11
Don't know	24	18	14	16	18

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	4	3	3	1	3
No	54	59	52	51	54
Don't know	41	38	45	47	42

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	12	13	13	9	12
No	43	41	44	36	42
Don't know	44	47	43	55	47

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?	56	58	83	65	65
Made unwanted phone calls to you or left you messages?	47	29	52	35	42
Watched, approached you, or showed up in places such as your residence, work or class unexpectedly?	26	33	24	8	23
Followed you from a distance, or used technology to spy on you?	15	25	24	19	20
Gave you something unwanted or left something strange or threatening where you would find it?	9	8	17	8	11

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?	58	62	63	50	59
Acted angrily towards you in a way that seemed dangerous?	11	8	26	33	19
Insulted, humiliated or made fun of you in front of others?	68	31	42	50	49
Tried to keep you from seeing or talking to your family or friends?	11	8	37	33	22
Made decisions for you that should have been yours to make?	21	15	42	33	29
Kept track of you by demanding to know where you were and what you were doing?	26	8	32	33	25
Made threats to physically harm you?	5	0	11	0	5
Threatened to hurt or kill themselves when they were upset with you?	11	38	21	17	21
Threatened to hurt or kill friends, family, or others that you care about when they were upset with you?	11	0	5	8	6
Prevented you from using safer sex methods when you wanted to utilize them?	11	0	11	8	8
Prevented you from leaving when you wanted to go?	21	8	26	17	19

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	17	16	18	12	16
Often stop	12	11	8	9	10
Sometimes stop	8	6	5	7	7
Rarely stop	2	2	2	1	2
Never stop	1	2	2	1	2
Never witnessed harassment occurring in the presence of teacher/staff	39	40	44	41	41
Don't know	20	22	21	28	22

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	19	21	19	14	18
Often stop	8	8	4	7	7
Sometimes stop	5	4	3	2	4
Rarely stop	2	1	2	3	2
Never stop	1	2	1	1	1
Never witnessed harassment occurring in the presence of teacher/staff	43	42	48	44	44
Don't know	22	23	22	29	24

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	22	20	13	19
Often stop	10	9	5	9	8
Sometimes stop	7	5	5	3	5
Rarely stop	0	1	2	1	1
Never stop	1	1	1	2	1
Never witnessed harassment occurring in the presence of teacher/staff	42	38	47	40	42
Don't know	21	22	21	32	23

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	19	18	12	17
Often stop	9	10	7	7	8
Sometimes stop	5	4	2	2	3
Rarely stop	1	2	3	1	2
Never stop	2	1	1	2	2
Never witnessed harassment occurring in the presence of teacher/staff	42	41	48	44	44
Don't know	22	22	21	31	24

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	97	95	96	99	97
Once	2	4	3	1	2
Two or more times	0	1	1	0	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	99	97	96	99	98
Once or twice	1	3	3	1	2
More than twice	0	0	1	0	0

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				
	9th	10th	11th	12th	Total
	%	%	%	%	%
Yes	3	4	1	1	2
No	6	8	8	5	7
I have not witnessed sexual assault by anyone in the school setting	91	88	92	93	91

Question HS/MS Z.25.

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	
	10th	Total
	%	%
I didn't want attention or publicity	20	20
I did not think anyone would believe me	20	20
I felt embarrassed, ashamed, or that it would be too emotionally difficult	20	20
I didn't want to make things worse or be retaliated against	10	10
It was all in good fun, playful	20	20
The reporting process doesn't work/isn't effective	0	0
I was afraid of my cultural/gender/other identity being revealed	0	0
I did not want the person to get into trouble	20	20
I didn't need help	0	0
I did not know where to go or who to tell	20	20
The incident occurred while school was not in session	0	0
It is just normal behavior	30	30
The reporting process is a pain	10	10
I feared it would not be kept confidential	10	10
Other	60	60

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				
	9th	10th	11th	12th	Total
	%	%	%	%	%
Principal Notification	39	48	57	55	49
Other students	23	19	25	28	23
Counselor	25	24	32	23	26
Student Handbook	25	32	39	43	34
Sexual Health classes/Living Skills	50	59	58	49	54
Classroom Presentations	42	43	63	53	50
Wellness Center	23	32	32	33	29
News/media	19	24	28	20	23
Other parents	11	10	12	13	11
District/school website	21	33	32	30	28
Other	16	15	12	13	14
It has not been communicated to me	18	10	8	7	11

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				
	9th	10th	11th	12th	Total
	%	%	%	%	%
No	19	7	11	13	13
Yes, once	34	34	15	11	25
Yes, on multiple occasions	47	59	74	76	62

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				
	9th	10th	11th	12th	Total
	%	%	%	%	%
Almost all or all of it	19	20	26	25	22
Most of it	42	37	35	44	40
Some of it	25	34	27	24	27
Very little or none of it	13	9	12	7	11

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

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				
	9th	10th	11th	12th	Total
	%	%	%	%	%
Yes	75	74	70	73	73
No	4	4	7	3	5
Don't know	21	22	24	24	23

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				
	9th %	10th %	11th %	12th %	Total %
Yes	2	3	2	2	2
No	68	69	58	63	65
Don't know	29	29	40	35	33

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.[1] 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) 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).

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.[2]

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)*.[3] 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.[4]

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.[5]

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

---

[1] 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). 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).

[2] Austin. (2016). Download calschls.org/docs/factsheet-15.pdf

[3] See calschls.org/reports-data/#scrc

[4] O'Malley & Hanson. (2012). Download data.calschls.org/resources/S3factsheet3_API_20120716.pdf

[5] Voight, Austin, & Hanson. (2013). Download www.wested.org/online_pubs/hd-13-10.pdf

expectations at school.[6] 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 11th graders in traditional comprehensive high schools.[7] 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.[8]

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) 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).

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.[9] They were highest in schools with large proportions of white and Asian students, as well as

---

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

[7] In interpreting the results for 11th 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.

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

[9] Austin, Hanson, Bono, & Zheng. (2008). Download 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*.[10] White students feel more safe, engaged, and supported than their African American, Hispanic, and Asian peers *within the same school*.[11] 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.[12] [13] 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.[14] 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.[15] [16] For example, analysis of the Biennial State CHKS data indicate that LGBTQ youth[17] 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

---

[10] Hanson, Austin, & Li. (2012). Download data.calschls.org/resources/FACTSHEET-13_20120405.pdf

[11] See calschls.org/my-surveys/

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

[13] See calschls.org/my-surveys/

[14] See calschls.org/my-surveys/

[15] 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/

[16] 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

[17] See 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.[18] 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 11th grade to 71 percent in 7th.[19]

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

---

[18] 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

[19] Download 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.[20,21]

			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	**Optimal** — **1** Low Boredom–High Value — Students did not think school was boring and valued school highly				**4** Mid Boredom–High Value — Students valued school highly with mid-level school boredom			**7** High Boredom–High Value — Students indicated school was very boring, yet they valued it highly			
		1											
		2											
		3											
	Mid Value	4	**2** Low Boredom–Mid Value				**5** Mid Boredom–Mid Value — Students with mid-level school boredom and school value			**8** High Boredom–Mid Value — Students indicated school was very boring, and valued it at a mid level			
		5											
		6											
	Low Value	7	**3** Low Boredom–Low Value				**6** Mid Boredom–Low Value			**Suboptimal** — **9** High Boredom–Low Value — Students indicated school was very boring, and valued it at a very low level			
		8											
		9											
		10 Agree	*Only a low percentage of students' responses place them in groups 2, 3, and 6.*										

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.

---

[20] 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

[21] 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_#/

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.[22]

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.[23]

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.[24] [25] [26] [27] [28] [29]

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.[30] 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

---

[22] 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/

[23] Austin, Hanson, Bala, & Zheng. (2023). Download data.calschls.org/resources/18th_Biennial_State_1921.pdf

[24] Hanson & Austin. (2002). Download data.calschls.org/resources/factsheet.pdf

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

[26] Hanson. (2011). Download data.calschls.org/resources/S3factsheet1_caring_20120223.pdf

[27] Hanson. (2012). Download data.calschls.org/resources/S3factsheet2_participation_20120224.pdf

[28] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief1_CaringRelationships_final.pdf

[29] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief2_MeaningfulPart_final.pdf

[30] 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/) 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 7th grade to 53 percent in 11th, a decline similar to that found for the Academic Motivation scale.[31] 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.[32] [33]

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.[34]

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.[35] 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 11th 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.[36] 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.[37] These behaviors adversely affect not only students' ability

---

[31] Austin, Hanson, Zhang, & Zheng. (2020). Download 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.

[32] Austin, Hanson, & Voight. (2013). Download data.calschls.org/resources/S3factsheet5_connectedness_20130827.pdf

[33] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief4_Connectedness_final.pdf

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

[35] Hanson & Zheng. (2021). Download calschls.org/docs/facilities_030221.pdf

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

[37] 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.[38] [39] [40]

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.[41]

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 7th and 11th grades.[42] 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.[43] [44] 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.

---

[38] Barton, P. E. (2001). *Facing the hard facts in education reform*. Princeton, NJ: Educational Testing Service.

[39] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief5_ViolencePerpetration_final.pdf

[40] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief6_ViolenceVictimization_final.pdf

[41] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief3_Safety_final.pdf

[42] Austin, Hanson, Zhang, & Zheng. (2020). Download 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.

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

[44] Austin, Nakamoto, & Bailey. (2010). Download 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.[45] 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.[46] About 14 percent of 7th and 9th graders report seeing someone carrying a weapon compared to 11 percent of 11th 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.[47]

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.[48] Schools with proportionately large numbers of students who reported these behaviors exhibited smaller gains in test scores than other schools.[49] [50]

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.[51] [52]

---

[45] Students who participated in school exclusively via remote learning were not asked these questions in 2020-21.

[46] Austin, Hanson, Polik, & Zheng. (2018). Download data.calschls.org/resources/Biennial_State_1517.pdf

[47] Statewide CSSS. (2018). Download calschls.org/docs/statewide_1517_csss.pdf

[48] 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.

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

[50] O'Malley & Amarillas. (2011). Download data.calschls.org/resources/S3_WhatWorksBrief8_AOD_final.pdf

[51] Hanson & Zheng. (2006). Download data.calschls.org/resources/factsheet2update.pdf

[52] Austin, McCarthy, Slade, & Bailey. (2007). Download 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.[53] 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.[54]

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.[55] [56]

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.

---

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

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

[55] Heck, Russell, O'Shaughnessy, Laub, Calhoun, & Austin. (2005). Download data.calschls.org/resources/FACTSHEET-4.pdf

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