

CALIFORNIA HEALTHY KIDS SURVEY



San Mateo-Foster City Secondary 2023-2024 Main Report

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Gender Identity & Sexual Orientation-Based Harassment Module

1. Module Sample

Table I1.1

Student Sample for Gender Identity & Sexual Orientation-Based Harassment Module

	Grade 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,091	1,095	1,094
Final number	629	778	837
Response Rate	58%	71%	77%

2. Perceptions of LGBTQ-Related School Safety

Table I2.1

Student Perceptions of School Safety, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>My school is safe for...</i>			
guys who are not as “masculine” as other guys.			
Strongly disagree	5	9	10
Disagree	17	16	23
Agree	56	57	54
Strongly agree	22	19	13
girls who are not as “feminine” as other girls.			
Strongly disagree	4	8	7
Disagree	15	12	16
Agree	55	59	60
Strongly agree	25	22	16
students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ).			
Strongly disagree	11	12	13
Disagree	17	20	22
Agree	50	50	52
Strongly agree	22	17	14
students with LGBTQ parents.			
Strongly disagree	8	11	11
Disagree	15	16	16
Agree	55	54	56
Strongly agree	22	19	17

Question HS/MS I.1-4: My school is safe for... guys who are not as “masculine” as other guys... girls who are not as “feminine” as other girls... students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ)... students with LGBTQ parents.

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

Table I2.1***Student Perceptions of School Safety, LGBTQ-Specific – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>My school is safe for...</i>			
teachers and staff who are LGBTQ.			
Strongly disagree	7	10	10
Disagree	12	13	15
Agree	54	56	58
Strongly agree	26	21	16
LGBTQ allies (people who are supportive of LGBTQ people).			
Strongly disagree	7	10	9
Disagree	10	12	14
Agree	55	55	57
Strongly agree	29	23	20

Question HS/MS I.5-6: My school is safe for... teachers and staff who are LGBTQ... LGBTQ allies (people who are supportive of LGBTQ people).

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

3. Bullying, Negative Attitudes, and Pro-Bullying Beliefs

Table I3.1

Bullying Incidents on School Property During the Past 12 months, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?</i>			
Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were			
0 times	93	92	92
1 time	2	3	3
2-3 times	3	2	2
4 or more times	2	2	3
Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls			
0 times	91	93	91
1 time	5	4	4
2-3 times	3	1	2
4 or more times	1	2	3
Because you have LGBTQ parents or family members or because someone thought they were			
0 times	99	98	97
1 time	0	1	1
2-3 times	0	0	1
4 or more times	0	1	1
Because you have LGBTQ friends or because someone thought you did			
0 times	96	95	94
1 time	3	3	2
2-3 times	1	1	2
4 or more times	0	1	2

Question HS/MS I.7-10: During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?... Because you are lesbian, gay, bisexual, asexual, non-binary, or transgender or someone thought you were... Because you aren't as "masculine" as other guys or because you aren't as "feminine" as other girls... Because you have LGBTQ parents or family members or because someone thought they were... Because you have LGBTQ friends or because someone thought you did.

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

Table I3.2***Offensive LGBTQ-Related Language Among Peers***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you hear other students make negative comments or use slurs about someone's...</i>			
sex (male or female)?			
Never	44	37	36
Rarely	28	29	25
Sometimes	20	19	23
Often	8	15	16
sexual orientation?			
Never	39	32	29
Rarely	24	23	21
Sometimes	22	24	27
Often	15	21	23
gender identity or expression?			
Never	44	37	34
Rarely	25	26	22
Sometimes	19	19	23
Often	11	18	21
having LGBTQ parents or family members?			
Never	63	56	50
Rarely	21	24	24
Sometimes	11	10	15
Often	6	11	11
having LGBTQ friends?			
Never	57	50	45
Rarely	23	25	24
Sometimes	13	12	17
Often	7	13	13

Question HS/MS I.24-28: How often do you hear other students make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I3.3***Offensive LGBTQ-Related Language Among Adults***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you hear teachers or school staff make negative comments or use slurs about someone's...</i>			
sex (male or female)?			
Never	88	87	83
Rarely	8	8	10
Sometimes	3	3	4
Often	2	2	3
sexual orientation?			
Never	88	86	82
Rarely	6	8	11
Sometimes	4	3	4
Often	2	2	3
gender identity or expression?			
Never	89	88	83
Rarely	7	7	10
Sometimes	3	3	5
Often	2	2	3
having LGBTQ parents or family members?			
Never	91	88	85
Rarely	5	7	8
Sometimes	3	3	4
Often	2	1	2
having LGBTQ friends?			
Never	90	88	86
Rarely	6	7	8
Sometimes	2	3	4
Often	2	2	3

Question HS/MS I.34-38: How often do you hear teachers or school staff make negative comments or use slurs about someone's... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

4. Response to Bullying and Supports

Table I4.1

Intervening Behaviors by Peers, LGBTQ-Specific

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>			
Never stop	18	20	21
Rarely stop	18	18	20
Sometimes stop	21	18	21
Often stop	11	12	9
Not applicable	33	31	28
<i>sexual orientation?</i>			
Never stop	20	22	23
Rarely stop	18	20	22
Sometimes stop	22	17	20
Often stop	12	11	10
Not applicable	29	30	25
<i>gender identity or expression?</i>			
Never stop	20	21	23
Rarely stop	16	21	21
Sometimes stop	23	15	20
Often stop	10	11	9
Not applicable	31	32	28

Question HS/MS I.29-31: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?

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

Table I4.1***Intervening Behaviors by Peers, LGBTQ-Specific – Continued***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... having LGBTQ parents or family members?</i>			
Never stop	20	21	20
Rarely stop	15	18	18
Sometimes stop	18	14	18
Often stop	11	12	9
Not applicable	36	35	35
<i>having LGBTQ friends?</i>			
Never stop	20	20	22
Rarely stop	15	18	17
Sometimes stop	19	15	19
Often stop	12	12	11
Not applicable	35	34	32

Question HS/MS I.32, 33: How often do you see or hear other students STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where students had the opportunity to intervene.)... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I4.2***Intervening Behaviors by Adults, LGBTQ-Specific***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... sex (male or female)?</i>			
Never stop	14	12	15
Rarely stop	5	6	7
Sometimes stop	14	14	16
Often stop	32	36	31
Not applicable	35	32	31
<i>sexual orientation?</i>			
Never stop	13	12	14
Rarely stop	6	6	8
Sometimes stop	14	15	16
Often stop	34	36	34
Not applicable	32	31	28
<i>gender identity or expression?</i>			
Never stop	13	12	14
Rarely stop	6	6	8
Sometimes stop	14	14	16
Often stop	32	36	32
Not applicable	36	32	30
<i>having LGBTQ parents or family members?</i>			
Never stop	14	12	15
Rarely stop	5	6	7
Sometimes stop	11	13	14
Often stop	32	33	29
Not applicable	38	36	35
<i>having LGBTQ friends?</i>			
Never stop	14	11	15
Rarely stop	5	6	7
Sometimes stop	12	14	14
Often stop	31	34	29
Not applicable	38	35	34

Question HS/MS I.39-43: How often do you see or hear teachers or school staff STOP OR TRY TO STOP others from making negative comments or using slurs about someone's... (Mark Not Applicable if you have never observed a situation where teachers or other school staff had the opportunity to intervene.)... sex (male or female)?... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being "feminine" or "masculine" enough, etc.)?... having LGBTQ parents or family members?... having LGBTQ friends?

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

Table I4.3***Student Response to Bullying***

	Grade 6 %	Grade 7 %	Grade 8 %
If another student was bullying me, I would tell the principal or assistant principal.			
Strongly disagree	13	19	26
Disagree	18	26	30
Agree	44	40	35
Strongly agree	25	15	9
If another student was bullying me, I would tell one of the teachers or other staff at school.			
Strongly disagree	11	16	20
Disagree	13	20	25
Agree	47	45	41
Strongly agree	29	18	13
If I tell a teacher that someone is bullying me, the teacher will do something to help.			
Strongly disagree	9	12	14
Disagree	8	15	18
Agree	51	50	53
Strongly agree	31	23	15

Question HS/MS I.44-46: How much do you agree with the following statements?... If another student was bullying me, I would tell the principal or assistant principal... If another student was bullying me, I would tell one of the teachers or other staff at school... If I tell a teacher that someone is bullying me, the teacher will do something to help.

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

Table I4.4***Willingness to Seek Help About LGBTQ-Related Issues at School***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>			
a school counselor or school psychologist?			
Not at all likely	35	41	49
A little likely	40	36	33
Very likely	25	23	18
a teacher?			
Not at all likely	40	47	51
A little likely	39	37	36
Very likely	21	16	13
a school principal or assistant principal?			
Not at all likely	53	57	63
A little likely	30	31	29
Very likely	16	12	9
other adults at school?			
Not at all likely	54	56	63
A little likely	31	33	28
Very likely	15	11	9
a friend at your school?			
Not at all likely	32	34	35
A little likely	37	36	36
Very likely	31	30	29

Question HS/MS I.14-18: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a school counselor or school psychologist?... a teacher?... a school principal or assistant principal?... other adults at school (e.g., the school custodian, hallway monitor, or parent volunteer)?... a friend at your school?

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

Table I4.5***Willingness to Seek Help About LGBTQ-Related Issues Outside of School***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to...</i>			
a sibling?			
Not at all likely	45	49	50
A little likely	35	30	30
Very likely	21	22	20
your parent or guardian?			
Not at all likely	26	33	39
A little likely	30	29	33
Very likely	45	38	28
a friend's parent or other adult not at school?			
Not at all likely	57	56	60
A little likely	31	33	29
Very likely	12	11	11

Question HS/MS I.19-21: If you wanted information and support about sexual orientation, gender identity, or LGBTQ issues, how likely is it that you would go to... a sibling?... your parent or guardian?... a friend's parent or other adult not at school?

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

Table I4.6***Supports from Adults on Personal Problems***

	Grade 6 %	Grade 7 %	Grade 8 %
There are adults at this school I could turn to if I had a personal problem.			
Strongly disagree	11	18	19
Disagree	14	16	21
Agree	49	47	46
Strongly agree	26	20	15

Question HS/MS I.47: How much do you agree with the following statements?... There are adults at this school I could turn to if I had a personal problem.

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

5. School Resources and Policies

Table I5.1

Knowledge of LGBTQ-Specific Resources and Policies at School

	Grade 6 %	Grade 7 %	Grade 8 %
Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students?			
Yes	63	70	70
No	9	7	7
Don't know	28	23	23
Do you learn about LGBTQ people or issues in your classes at school?			
Yes	28	38	41
No	37	30	30
Don't know	35	32	29
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?			
Yes	35	38	38
No	21	22	25
Don't know	43	40	37

Question HS/MS I.11-13: Does your school have support groups or clubs for students who are LGBTQ and friends or allies of LGBTQ students (e.g., Gay-Straight Alliances)?... Do you learn about LGBTQ people or issues in your classes at school?... If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ issues, would you know where to go?

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

Table I5.2***School Policy on Gender & Sex-Based Harassment***

	Grade 6 %	Grade 7 %	Grade 8 %
<i>Does your school have a policy that prohibits students and staff from harassing someone based on...</i>			
<i>sexual orientation?</i>			
Yes	47	54	51
No	9	7	9
Don't know	44	39	40
<i>gender identity or expression?</i>			
Yes	47	53	50
No	8	7	9
Don't know	45	40	41

Question HS/MS I.22, 23: Does your school have a policy that prohibits students and staff from harassing someone based on... sexual orientation (lesbian, gay, bisexual, asexual, straight, etc.)?... gender identity or expression (transgender, non-binary, agender, not being “feminine” or “masculine” enough, etc.)?

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 6	Grade 7	Grade 8
<i>Student Sample Size</i>			
Target sample	1,091	1,095	1,094
Final number	642	819	870
Response Rate	59%	75%	80%

2. Summary of Key Indicators

Table P2.1

Key Indicators of Social Emotional Health

	Grade 6 %	Grade 7 %	Grade 8 %	Table
Covitality[†]	72	71	66	
Belief in self [†]	69	68	62	P2.2
Belief in others [†]	80	76	74	P2.2
Emotional competence [†]	72	71	69	P2.2
Engaged living [†]	67	65	59	P2.2
Growth mindset[‡]	74	73	74	P7.1
Goals[†]	83	82	79	P8.1
Collaboration[†]	72	69	64	P9.1
Problem solving[†]	58	56	52	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 6 %	Grade 7 %	Grade 8 %	Table
Belief in self	69	68	62	
Self-efficacy	78	77	72	P3.1
Self-awareness	72	71	66	P3.2
Persistence	58	54	47	P3.3
Belief in others	80	76	74	
School supports	82	73	71	P4.1
Family connectedness	84	81	76	P4.2
Peer supports	73	75	73	P4.3
Emotional competence	72	71	69	
Emotional regulation	74	73	71	P5.1
Empathy	78	75	72	P5.2
Behavioral self-control	65	65	63	P5.3
Engaged living	67	65	59	
Optimism	60	55	50	P6.1
Gratitude	75	75	70	P6.2
Zest	66	64	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 6 %	Grade 7 %	Grade 8 %
Self-efficacy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	77	72
I can work out my problems.			
Not at all true	3	3	7
A little true	24	24	23
Pretty much true	48	48	49
Very much true	25	25	21
I can do most things if I try.			
Not at all true	2	3	4
A little true	14	16	20
Pretty much true	50	45	47
Very much true	34	36	28
There are many things that I do well.			
Not at all true	4	5	7
A little true	19	18	23
Pretty much true	42	42	42
Very much true	35	35	28

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 6 %	Grade 7 %	Grade 8 %
Self-awareness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	71	66
There is a purpose to my life.			
Not at all true	7	6	9
A little true	18	17	19
Pretty much true	32	33	36
Very much true	43	44	36
I understand my moods and feelings.			
Not at all true	7	9	10
A little true	22	23	28
Pretty much true	41	41	41
Very much true	30	27	21
I understand why I do what I do.			
Not at all true	9	8	11
A little true	20	23	25
Pretty much true	41	39	40
Very much true	30	30	23

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 6 %	Grade 7 %	Grade 8 %
Persistence			
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	54	47
When I do not understand something, I ask the teacher again and again until I understand.			
Not at all true	14	15	20
A little true	30	32	34
Pretty much true	35	33	30
Very much true	21	19	16
I try to answer all the questions asked in class.			
Not at all true	13	18	22
A little true	32	29	32
Pretty much true	31	34	28
Very much true	24	18	17
When I try to solve a math problem, I will not stop until I find a final solution.			
Not at all true	10	13	16
A little true	27	30	33
Pretty much true	36	32	30
Very much true	27	25	21

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 6 %	Grade 7 %	Grade 8 %
School supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	82	73	71
<i>There is a teacher or some other adult from my school... who always wants me to do my best.</i>			
Not at all true	3	4	5
A little true	9	15	17
Pretty much true	34	41	41
Very much true	54	40	37
<i>who listens to me when I have something to say.</i>			
Not at all true	5	10	9
A little true	15	22	22
Pretty much true	41	41	41
Very much true	39	27	27
<i>who believes that I will be a success.</i>			
Not at all true	5	9	9
A little true	17	23	24
Pretty much true	38	38	38
Very much true	40	31	29

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 6 %	Grade 7 %	Grade 8 %
Family connectedness			
<i>Average reporting “Pretty much true” or “Very much true”</i>	84	81	76
My family members really help and support one another.			
Not at all true	3	3	6
A little true	11	14	15
Pretty much true	33	34	41
Very much true	53	49	38
There is a feeling of togetherness in my family.			
Not at all true	4	5	6
A little true	11	14	17
Pretty much true	33	32	38
Very much true	52	49	38
My family really gets along well with each other.			
Not at all true	4	6	7
A little true	15	16	19
Pretty much true	37	34	42
Very much true	45	44	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 6 %	Grade 7 %	Grade 8 %
Peer supports			
<i>Average reporting “Pretty much true” or “Very much true”</i>	73	75	73
I have a friend my age who really cares about me.			
Not at all true	5	4	5
A little true	13	13	13
Pretty much true	31	30	36
Very much true	51	53	46
I have a friend my age who talks with me about my problems.			
Not at all true	13	12	15
A little true	22	20	19
Pretty much true	26	27	32
Very much true	38	41	35
I have a friend my age who helps me when I’m having a hard time.			
Not at all true	7	10	11
A little true	20	15	18
Pretty much true	29	28	34
Very much true	44	47	37

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 6 %	Grade 7 %	Grade 8 %
Emotional Regulation			
<i>Average reporting “Pretty much true” or “Very much true”</i>	74	73	71
I accept responsibility for my actions.			
Not at all true	4	4	7
A little true	20	22	23
Pretty much true	46	43	45
Very much true	30	31	26
When I make a mistake I admit it.			
Not at all true	5	6	8
A little true	29	26	27
Pretty much true	42	42	42
Very much true	25	25	24
I can deal with being told no.			
Not at all true	4	4	5
A little true	17	19	19
Pretty much true	46	43	45
Very much true	32	34	31

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 6 %	Grade 7 %	Grade 8 %
Empathy			
<i>Average reporting “Pretty much true” or “Very much true”</i>	78	75	72
I feel bad when someone gets their feelings hurt.			
Not at all true	4	5	8
A little true	14	18	19
Pretty much true	37	34	36
Very much true	45	43	37
I try to understand what other people go through.			
Not at all true	4	6	8
A little true	19	19	19
Pretty much true	41	40	42
Very much true	36	35	31
I try to understand how other people feel and think.			
Not at all true	3	6	8
A little true	22	20	20
Pretty much true	37	40	41
Very much true	38	34	31

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 6 %	Grade 7 %	Grade 8 %
Behavioral self-control			
<i>Average reporting “Pretty much true” or “Very much true”</i>	65	65	63
I can wait for what I want.			
Not at all true	6	5	6
A little true	20	21	21
Pretty much true	43	44	45
Very much true	31	30	27
I don’t bother others when they are busy.			
Not at all true	6	7	8
A little true	34	30	31
Pretty much true	38	40	40
Very much true	22	22	21
I think before I act.			
Not at all true	8	10	10
A little true	32	29	35
Pretty much true	43	43	40
Very much true	17	18	15

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 6 %	Grade 7 %	Grade 8 %
Optimism			
<i>Average reporting “Pretty much true” or “Very much true”</i>	60	55	50
Each day I look forward to having a lot of fun.			
Not at all true	11	15	17
A little true	29	32	35
Pretty much true	37	35	35
Very much true	23	17	13
I usually expect to have a good day.			
Not at all true	11	17	18
A little true	30	28	33
Pretty much true	39	37	37
Very much true	20	18	13
Overall, I expect more good things to happen to me than bad things.			
Not at all true	13	17	18
A little true	25	26	30
Pretty much true	33	33	34
Very much true	29	24	18

Question HSA.160-162/MSA.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 6 %	Grade 7 %	Grade 8 %
Gratitude			
<i>Average reporting “Pretty much true” or “Very much true”</i>	75	75	70
On most days I feel grateful.			
Not at all true	5	7	7
A little true	19	18	22
Pretty much true	36	38	39
Very much true	40	37	32
On most days I feel thankful.			
Not at all true	5	6	7
A little true	18	17	21
Pretty much true	36	38	38
Very much true	41	39	34
On most days I feel appreciative.			
Not at all true	6	6	9
A little true	21	20	24
Pretty much true	36	39	38
Very much true	37	35	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 6 %	Grade 7 %	Grade 8 %
Zest			
<i>Average reporting “Pretty much true” or “Very much true”</i>	66	64	56
On most days I feel energetic.			
Not at all true	9	11	13
A little true	25	25	33
Pretty much true	30	34	30
Very much true	36	30	24
On most days I feel active.			
Not at all true	7	11	11
A little true	23	22	28
Pretty much true	32	37	35
Very much true	38	30	25
On most days I feel enthusiastic.			
Not at all true	10	11	14
A little true	28	27	31
Pretty much true	28	34	32
Very much true	35	27	22

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 6 %	Grade 7 %	Grade 8 %
Growth mindset[†]			
<i>Average reporting “A little true” or “Not at all true”</i>	74	73	74
My intelligence is something I cannot change very much.			
Not at all true	35	36	35
A little true	30	28	31
Pretty much true	23	23	22
Very much true	12	13	12
Challenging myself will not make me any smarter.			
Not at all true	53	52	49
A little true	25	23	30
Pretty much true	13	16	14
Very much true	9	8	8
There are some things I am not capable of learning.			
Not at all true	34	36	31
A little true	38	36	38
Pretty much true	18	17	21
Very much true	10	11	11
If I am not naturally smart in a subject, I will never do well in it.			
Not at all true	55	58	49
A little true	26	23	33
Pretty much true	12	12	12
Very much true	7	7	6

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.

[†]*All survey questions that comprise the scale were reverse-coded in computing the scale score.*

8. Goals

Table P8.1

Goals Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Goals			
<i>Average reporting “Pretty much true” or “Very much true”</i>	83	82	79
I am looking forward to a successful career.			
Not at all true	4	2	7
A little true	11	14	15
Pretty much true	28	31	34
Very much true	56	53	44
I have high goals and expectations for myself.			
Not at all true	5	5	7
A little true	12	15	15
Pretty much true	33	33	35
Very much true	49	47	42
I don’t expect very much of myself in the future.[†]			
Not at all true	58	61	55
A little true	24	22	27
Pretty much true	9	11	12
Very much true	8	6	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.

[†]*Survey question was reverse-coded in computing the scale score.*

9. Collaboration

Table P9.1

Collaboration Scale Questions

	Grade 6 %	Grade 7 %	Grade 8 %
Collaboration			
<i>Average reporting “Pretty much true” or “Very much true”</i>	72	69	64
I enjoy working together with other students on class activities.			
Not at all true	8	10	14
A little true	26	26	29
Pretty much true	38	37	37
Very much true	27	27	20
When I work in school groups, I do my fair share.			
Not at all true	4	4	7
A little true	15	16	15
Pretty much true	41	38	38
Very much true	40	43	40
I like to listen to other students’ ideas in class.			
Not at all true	6	9	10
A little true	26	30	31
Pretty much true	42	43	41
Very much true	26	19	18

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 6 %	Grade 7 %	Grade 8 %
Problem solving			
<i>Average reporting “Pretty much true” or “Very much true”</i>	58	56	52
When I need help I find someone to talk with.			
Not at all true	10	17	18
A little true	29	29	30
Pretty much true	35	32	33
Very much true	26	22	19
I try to work out my problems by talking or writing about them.			
Not at all true	20	26	27
A little true	32	29	32
Pretty much true	29	27	28
Very much true	18	17	13
I trust my ability to solve difficult problems.			
Not at all true	5	8	11
A little true	29	23	27
Pretty much true	38	42	42
Very much true	28	27	20

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.

Appendix I

2023-24 CHKS Secondary Survey Response Rates

Eligible Schools	6th %	7th %	8th %
Abbott Middle	56	82	79
Bayside Academy	49	91	97
Borel Middle	80	93	91
Bowditch Middle	83	96	100
North Shoreview Montessori	77	97	87
Parkside Montessori	41	91	75

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2023-24 public school and 2022-23 enrollment data files. Directly funded charter schools have been excluded from the list.

Appendix II

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 (data.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 youth¹⁷ 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/](https://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 Only a low percentage of students' responses place them in groups 2, 3, and 6.				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 Only a low percentage of students' responses place them in groups 2, 3, and 6.				6 Mid Boredom-Low Value Only a low percentage of students' responses place them in groups 2, 3, and 6.			Suboptimal 9 High Boredom-Low Value 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.

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