MAIN CHANGES TO CALSCHLS INSTRUMENTS (2019-20)

**CHKS Core**

**ADDITIONS AND REMOVALS (net change is 4 more items)**
- Dropped Migrant Education item (Secondary)
- Replaced one substance use question with two substance use questions so that opioid use and tranquilizer use can be tracked separately (High School)
- Added an item assessing exposure to second-hand smoke or vapor at school (Secondary)
- Added an item assessing vape quitting attempts (Secondary)
- Added question about knowledge of school policies banning tobacco use and vaping (Secondary)

**MODIFICATIONS**
- Moved gender identity, sexual orientation, and family military-connected status items to the demographic portion of the survey (Secondary)
- Added a description of Vape Products to the survey and simplified all questions asking about electronic cigarettes to just ask about “vaping” (Secondary)
- Simplified question asking about electronic cigarettes to just ask about “vaping” (Elementary)
- Modified question about harassment due to gay/lesbian status to also include bisexual status (Secondary)

**CHKS Mini-Core**

**ADDITIONS**
- Added item to assess cyberbullying

**CHKS Alcohol and Other Drugs**

**REMOVALS**
- Dropped suspension item

**MODIFICATIONS**
- Simplified questions asking about electronic cigarettes to just ask about “vaping” (Secondary)

**CHKS Tobacco**

**MODIFICATIONS**
- Modified question asking about electronic cigarettes to include “vaping” (Secondary)

**CHKS Physical Health and Nutrition**

**MODIFICATIONS**
- Added “skateboard and scooter” to question asking about helmet use (Secondary)
**CHKS Building Healthy Communities**

**Removals**
- Dropped item asking about teacher strictness because psychometric analyses indicated that this item did not contribute to the measure of disciplinary harshness

**CHKS School Climate**

**Removals**
- Dropped item asking about teacher strictness because psychometric analyses indicated that this item did not contribute to the measure of disciplinary harshness

**CSSS**

**Additions and Removals**
- Added item assessing staff awareness of school policies banning tobacco use and vaping on school property
- Added item assessing how much of a problem student vaping is at school
- Added item asking staff to assess how consistently the school enforces policies banning tobacco use/vaping on school property (only for staff with responsibilities for services related to health, prevention, discipline, counseling, and/or safety)
- Dropped “Adults work hard to ensure a safe and supportive learning environment” because psychometric analyses indicated that this item does not contribute to any of the scales

**Modifications**
- Modified item about tobacco use prevention instruction to also include vaping prevention instruction

**CSPS**

**Additions and Removals**
- Added item assessing parent awareness of school policies banning tobacco use and vaping on school property
- Dropped item asking about how the parent is related to the child (biological, step, etc.)

**Modifications**
- Added text to make it more clear that items pertain to respondents’ oldest child in the school
- Modified item 1 to identify foster parents
- Added Pre-/Transitional Kindergarten as an option to students’ grade
- Simplified question asking about electronic cigarettes
MAIN CHANGES TO CHKS INSTRUMENTS 2018-19

Core Module

**Additions**

» Sleep duration question (Elementary and Secondary)
» Mental health question (Elementary)
» Suicide ideation (Middle School)
» School facilities upkeep question (Elementary)

**Modifications**

» Changed wording on two e-cigarette questions about perceived harm from use (Secondary)
» Added "Juul" as an example on the e-cigarette use items (Secondary)

Cal-Well Module

**Modifications**

» Reduced the number of questions from 26 to 16 on the Secondary Survey and from 16 to 10 on the Elementary Survey
» Eliminated peer support, goals, purpose, empathy, and optimism questions because they are already included in other survey modules (Elementary and Secondary)
» Modified help-seeking behavior questions (Secondary)

Gender Identity and Sexual Orientation-Based Harassment Module

**Modifications**

» Renamed the module (from Gender & Sex-Based Harassment Module) to more accurately reflect its content
» Changed gender identity question for validity testing
» Dropped sexual orientation status question because it is required on the Core Module
» Added additional examples (e.g., asexual, non-binary) on the questions about harassment and student/staff responses to harassment

GRAM Safety Module

**Modifications**

» Changed "Do you know adults who use illegal drugs (marijuana, ...)?" to "Do you know adults who use drugs (marijuana, ...)?" because marijuana is no longer illegal in California (Elementary)