

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)

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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)