

# Scoring Key for Secondary California Healthy Kids Survey

(2023-24)

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**WestEd**

*Updated: January 2024*

# Secondary CHKS Scoring Key

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The California Healthy Kids Survey (CHKS) is the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the nation. Across California, the CHKS has led to a better understanding of the relationship between students' health behaviors and academic performance, and is frequently cited by state policymakers and the media as a critical component of school improvement efforts to help guide the development of more effective health, prevention, and youth development programs.

The CHKS assesses student resiliency, protective factors, and school environment using scales, subdomains, and domains. Described below is the scoring key for scales and domains in the Core, Behavioral Health (Form B), Community Health, Resilience & Youth Development, School Climate, and Social Emotional Health Modules (Secondary CHKS).

This scoring key documents how scores for the scales, subdomains, and domains are computed. Most of the scale scores are calculated by averaging the percentage of respondents who report select response categories on the survey questions that comprise each scale. For example, a value of 60 on the "School Connectedness" scale means that on average, students report "Agree" or "Strongly agree" on three of the five "School Connectedness" survey questions. The only exception, the English Language Proficiency scale, was computed by averaging the survey responses.

Scores for subdomains are computed by averaging the scale scores that comprise each subdomain, and domain scores are based on the average of subdomain scores.

Survey questions, select response categories used to calculate the scale, and the required number of items for each scale are listed in the following tables. Response options of the survey questions and the corresponding numeric codes are listed in the footnotes.

Stata code that creates constructed demographic variables is included in the last section of this document.

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# Core Module

**Table 1. Total School Supports Domain and Subdomains**

Domain	Response Range
<b>Total School Supports (requires all subscales)</b>	
Caring relationships—adults in school	
High expectations—adults in school	
Meaningful participation at school	
<b>Subdomains</b>	
<b>Caring relationships—adults in school scale questions (requires 2–3 items)</b>	
<i>There is a teacher or some other adult from my school...</i>	
Who really cares about me.	1–4
Who notices when I’m not there.	1–4
Who listens to me when I have something to say.	1–4
<b>High expectations—adults in school scale questions (requires 2–3 items)</b>	
<i>There is a teacher or some other adult from my school...</i>	
Who tells me when I do a good job.	1–4
Who always wants me to do my best.	1–4
Who believes that I will be a success.	1–4
<b>Meaningful participation at school scale questions (requires 4–5 items)</b>	
<i>At school/When I participate in school, ...</i>	
I do interesting activities.	1–4
I help decide things like class activities or rules.	1–4
I do things that make a difference.	1–4
I have a say in how things work.	1–4
I help decide school activities or rules.	1–4

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 2a. School Connectedness Scale (In-School Only)**

Scale	Response Range
<b>School Connectedness</b>	
<b>School connectedness scale questions (requires 4–5 items)</b>	
I feel close to people at/from this school.	1–5
I am happy with/to be at this school.	1–5
I feel like I am part of this school.	1–5
The teachers at this school treat students fairly/The teachers treat students fairly.	1–5
I feel safe in my school.	1–5

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 2b. School Connectedness Scale (Remote Only)**

Scale	Response Range
<b>School Connectedness</b>	
<b>School connectedness scale questions (requires 3–4 items)</b>	
I feel close to people at/from this school.	1–5
I am happy with/to be at this school.	1–5
I feel like I am part of this school.	1–5
The teachers at this school treat students fairly/The teachers treat students fairly.	1–5

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 3. Academic Motivation Scale**

Scale	Response Range
<b>Academic Motivation</b>	
<b>Academic motivation scale questions (requires 3–4 items)</b>	
I try hard to make sure that I am good at my schoolwork.	1–5
I try hard on my schoolwork because I am interested in it.	1–5
I work hard to try to understand new things when doing my schoolwork.	1–5
I am always trying to do better in my schoolwork.	1–5

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 4. Promotion of Parental Involvement Scale**

Scale	Response Range
<b>Promotion of Parental Involvement in School</b>	
<b>Promotion of parental involvement in school scale questions (requires 2–3 items)</b>	
Teachers at this school communicate with parents about what students are expected to learn in class.	1–5
Parents feel welcome to participate at this school.	1–5
School staff takes parent concerns seriously.	1–5

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”



**Table 5. English Language Proficiency Scale**

Scale	Response Range
<b>English Language Proficiency</b>	
<b>English language proficiency scale questions (requires 3-4 items)</b>	
<i>How well do you...</i>	
Understand English? <sup>A</sup>	1–4
Speak English? <sup>A</sup>	1–4
Read English? <sup>A</sup>	1–4
Write English? <sup>A</sup>	1–4

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Very well” (1); “Well” (2); “Not well” (3); and “Not at all” (4).

<sup>A</sup>Response options are reverse coded in computing the scale score.

The scale score was computed by averaging the reverse-coded survey responses. Respondents are categorized as “Proficient” or “Not Proficient” based on the English language proficiency scale.

Proficient: students with average item response > 3.5; and

Not Proficient: students with average item response < 3.5.

**Table 6. Optimism Scale**

Scale	Response Range
<b>Optimism</b>	
<b>Optimism scale questions (requires 2–3 items)</b>	
Each day I look forward to having a lot of fun.	1–4
I usually expect to have a good day.	1–4
Overall, I expect more good things to happen to me than bad things.	1–4

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true: (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 7. Life Satisfaction Scale**

Scale	Response Range
<b>Life Satisfaction</b>	
<b>Life Satisfaction scale questions (requires 4–5 items)</b>	
<i>I would describe my satisfaction with...</i>	
My family life as...	1–6
My friendships as...	1–6
My school experience as...	1–6
Myself as...	1–6
Where I live as...	1–6

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Very dissatisfied” (1); “Dissatisfied” (2); “A little dissatisfied” (3); “A little satisfied” (4); “Satisfied” (5); and “Very satisfied” (6).

Scale is based on average reporting of “Satisfied” or “Very satisfied.”

**Table 8. Social Emotional Distress Scale**

Scale	Response Range
<b>Social Emotional Distress</b>	
<b>Social emotional distress scale questions (requires 4–5 items)</b>	
<i>Over the past 30 days, how true do you feel these statements are about you?</i>	
I had a hard time relaxing.	1–4
I felt sad and down.	1–4
I was easily irritated.	1–4
It was hard for me to cope and I thought I would panic.	1–4
It was hard for me to get excited about anything.	1–4

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 9. School Violence Victimization Scale (In-School Only)**

Scale	Response Range
<b>School Violence Victimization</b>	
<b>School violence victimization scale questions (requires 6-8 items)</b>	
<i>During the past 12 months, how many times on school property have you...</i>	
Been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around? (In-School Only)	1–4
Been afraid of being beaten up? (In-School Only)	1–4
<i>During the past 12 months, how many times have you...</i>	
Had mean rumors or lies spread about you?	1–4
Had sexual jokes, comments, or gestures made to you?	1–4
<i>During the past 12 months, how many times on school property have you/did students from your school...</i>	
Had your property stolen or deliberately damaged? (In-School Only)	1–4
Been made fun of because of your looks or the way you talk?	1–4
Been made fun of, insulted, or called names?	1–4
During the past 12 months, how many times did other students spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?	1–4

Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “0 times” (1); “1 time” (2); “2 to 3 times” (3); and “4 or more times” (4).

Scale is based on average reporting of one or more times.

**Table 10. School Violence Perpetration Scale (In-School Only)**

Scale	Response Range
<b>School Violence Perpetration</b>	
<b>School violence perpetration scale questions (requires 4–5 items)</b>	
<i>During the past 12 months, how many times on school property have you...</i>	
been in a physical fight?	1–4
been offered, sold, or given an illegal drug?	1–4
damaged school property on purpose?	1–4
carried a gun?	1–4
carried any other weapon (such as a knife or club)?	1–4

*Source of survey questions: Core Module, Secondary California Healthy Kids Survey (CHKS).*

*Notes: Survey response options are “0 times” (1); “1 time” (2); “2 to 3 times” (3); and “4 or more times” (4).*

*Scale is based on average reporting of one or more times.*

# Behavioral Health Module - Form B. Other Behavioral Health Factors

**Table 11. Emotional Safety at School Scale**

Scale	Response Range
<b>Emotional Safety at School</b>	
<b>Emotional safety at school scale questions (requires all items)</b>	
<i>At my school,...</i>	
I feel socially accepted.	1–4
I feel that I matter to others.	1–4

*Source of survey questions: Behavioral Health Module – Form B. Other Behavioral Health Factors, Secondary California Healthy Kids Survey (CHKS).*

*Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).*

*Scale is based on average reporting of “Pretty much true” or “Very much true.”*

**Table 12. School Co-Regulation Supports Scale**

Scale	Response Range
<b>School Co-Regulation Supports</b>	
<b>School co-regulation supports scale questions (requires 2–3 items)</b>	
<i>At my school, there is a teacher or some other adult who...</i>	
Would understand my problems if I shared them.	1–4
Would be helpful to me if I came to school upset.	1–4
Makes me feel good about myself.	1–4

Source of survey questions: Behavioral Health Module – Form B. Other Behavioral Health Factors, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 13. Home Adult Co-Regulation Supports Scale**

Scale	Response Range
<b>Home Adult Co-Regulation Supports</b>	
<b>Home adult co-regulation supports scale questions (requires 2–3 items)</b>	
<i>In my home, there is a parent or some other adult who...</i>	
Talks with me about my problems.	1–4
Helps me when I am upset.	1–4
Makes me feel good about myself.	1–4

Source of survey questions: Behavioral Health Module – Form B. Other Behavioral Health Factors, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 14. Peer Co-Regulation Supports Scale**

Scale	Response Range
<b>Peer Co-Regulation Supports</b>	
<b>Peer co-regulation supports scale questions (requires 2–3 items)</b>	
<i>I have a friend my age who...</i>	
Talks with me about my problems.	1–4
Helps me when I am upset.	1–4
Makes me feel good about myself.	1–4

Source of survey questions: Behavioral Health Module – Form B. Other Behavioral Health Factors, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 15. Emotion Regulation Scale**

Scale	Response Range
<b>Emotion Regulation</b>	
<b>Emotion regulation scale questions (requires 2–3 items)</b>	
When everybody around you gets angry, how relaxed can you stay? <sup>C</sup>	1–5
How often are you able to control your emotions when you need to? <sup>D</sup>	1–5
When things go wrong for you, how calm are you able to remain? <sup>E</sup>	1–5

Source of survey questions: Behavioral Health Module – Form B. Other Behavioral Health Factors, Secondary California Healthy Kids Survey (CHKS).

Notes: <sup>C</sup>Survey response options are “Not relaxed at all” (1); “Slightly relaxed” (2); “Somewhat relaxed” (3); “Quite relaxed” (4); and “Extremely relaxed” (5). <sup>D</sup>Survey response options are “Almost never” (1); “Once in a while” (2); “Sometimes” (3); “Frequently” (4); and “Almost always” (5).

<sup>E</sup>Survey response options are “Not calm at all” (1); “Slightly calm” (2); “Somewhat calm” (3); “Quite calm” (4); and “Extremely calm” (5).

Scale is based on average reporting of <sup>C</sup>“Quite relaxed” and “Extremely relaxed;” <sup>D</sup>“Frequently” and “Almost always;” <sup>E</sup>“Quite calm” and “Extremely calm.”

**Table 16. Responses to Trauma Scale**

Scale	Response Range
<b>Responses to Trauma</b>	
<b>Responses to trauma scale questions (requires 4–5 items)</b>	
<i>During the past 30 days,...</i>	
I got upset easily or got into arguments or physical fights.	1–5
I had trouble concentrating or paying attention.	1–5
I had trouble feeling happiness or love.	1–5
I felt alone even when I was around other people.	1–5
I had trouble going to sleep, woke up often, or had trouble getting back to sleep.	1–5

*Source of survey questions: Behavioral Health Module – Form B. Other Behavioral Health Factors, Secondary California Healthy Kids Survey (CHKS).*

*Notes: Survey response options are “Never” (1); “1-3 times a month” (2); “1-2 times a week” (3); “2–3 times a week” (4); and “Almost every day” (5).*

*Scale is based on average reporting of “2–3 times a week” or “Almost every day.”*



**Table 17. Stress Associated Health Symptoms Scale**

Scale	Response Range
<b>Stress Associated Health Symptoms</b>	
<b>Responses to stress associated health symptoms scale questions (requires 4–5 items)</b>	
<i>In the last 2 weeks, how much were you bothered by the following physical problems?</i>	
Stomachaches	1–5
Headaches	1–5
Pains in your lower back	1–5
Feeling faint or dizzy	1–5
Heart beating too fast (even when you are not exercising)	1–5

Source of survey questions: Behavioral Health Module – Form B. Other Behavioral Health Factors, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all” (1); “A little” (2); “Some” (3); “A lot” (4); and “A whole lot” (5).

Scale is based on average reporting of “A lot” and “A whole lot.”

**Table 18. Loneliness Scale**

Scale	Response Range
<b>Loneliness</b>	
<b>Loneliness scale questions (requires all items)</b>	
How often do you feel lonely?	1–4
How often do you feel that you are no longer close to anyone?	1–4

Source of survey questions: Behavioral Health Module – Form B. Other Behavioral Health Factors, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Never” (1); “Rarely” (2); “Sometimes” (3); and “Often” (4).

Scale is based on average reporting of “Sometimes” or “Often.”

# Community Health Module

**Table 19. Supports for Social and Emotional Learning Scale**

Scale	Response Range
<b>Supports for Social and Emotional Learning</b>	
<b>Supports for social and emotional learning scale questions (requires 4–5 items)</b>	
This school encourages students to feel responsible for how they act.	1–5
This school encourages students to understand how others think and feel.	1–5
Students are taught that they can control their own behavior.	1–5
This school helps students resolve conflicts with one another.	1–5
This school encourages students to care about how others feel.	1–5

Source of survey questions: Community Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 20. Disciplinary Harshness Scale**

Scale	Response Range
<b>Disciplinary Harshness</b>	
<b>Disciplinary harshness scale questions (requires 2–3 items)</b>	
The rules in this school are too strict.	1–5
It is easy for students to get kicked out of class or get suspended.	1–5
Students get in trouble for breaking small rules.	1–5

Source of survey questions: Community Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 21. Community Environment Domain and Subdomains**

Domain	Response Range
<b>Total Community Supports (requires all subscales)</b>	
Caring adults relationships	
High expectations	
Meaningful participation	
<b>Subdomains</b>	
<b>Caring adults relationships scale questions (requires 2–3 items)</b>	
<i>Outside of my home and school, there is an adult...</i>	
Who really cares about me.	1–4
Who notices when I’m upset about something.	1–4
Whom I trust.	1–4
<b>High expectations scale questions (requires 2–3 items)</b>	
<i>Outside of my home and school, there is an adult...</i>	
Who tells me when I do a good job.	1–4
Who believes I will be a success.	1–4
Who always wants me to do my best.	1–4
<b>Meaningful participation scale questions (requires 4–5 items)</b>	
<i>Outside my home and school, ...</i>	
I have spent time participating in community service or a volunteer activity to help others.	1–4
I have worked with other people to help my community.	1–4
I have participated in groups or organizational activities.	1–4
I have participated in community efforts to create positive change.	1–4
I have contributed to discussions about community activities or issues.	1–4

Source of survey questions: Community Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 22. Community Connectedness Scale**

Scale	Response Range
<b>Community Connectedness</b>	
<b>Community connectedness scale questions (requires 4–5 items)</b>	
I feel close to people in my community/neighborhood.	1–5
I am happy to live in my community/neighborhood.	1–5
I feel like I am a part of my community/neighborhood.	1–5
I feel connected to my community/neighborhood.	1–5
I feel safe in my community/neighborhood.	1–5

Source of survey questions: Community Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 23. Perceptions of Police Officers in the Community Scale**

Scale	Response Range
<b>Perceptions of Police Officers in the Community</b>	
<b>Perceptions of police officers in the community scale questions (requires 6–7 items)</b>	
I trust the police.	1–4
I respect the police.	1–4
The police make me feel safer.	1–4
The police treat all people in the community fairly.	1–4
The police are respectful of all people in the community.	1–4
The police are helping to reduce crime and improve safety.	1–4
Police officers treat people in my community with respect regardless of race, ethnicity, or perceived immigration status.	1–4

Source of survey questions: Community Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 24. Perceptions of Police Officers at School Scale (In-School Only)**

Scale	Response Range
<b>Perceptions of Police Officers at School</b>	
<b>Perceptions of police officers at school scale questions (<i>requires 7–9 items</i>)</b>	
I like having an officer at school.	1–4
I feel safer with the officer at school.	1–4
The officer is helpful to students needing help.	1–4
The officer has a good relationship with students.	1–4
The officer treats all students fairly.	1–4
The officer treats all students with respect regardless of race, ethnicity, or perceived immigration status.	1–4
The officer does a good job stopping violence at school.	1–4
I respect the officer in my school.	1–4
I feel comfortable with the officer in my school.	1–4

Source of survey questions: Community Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

# Resilience & Youth Development Module

**Table 25. Total Environmental Assets Domain and Subdomains**

Domain
<b>Total Environmental Assets (requires all subscales)</b>
School supports
Peer supports
Home supports
Community supports
Subdomains
<b>School supports<sup>B</sup> (Core) (requires all subscales)</b>
Caring adults in school
High expectations—adults in school
Meaningful participation at school
<b>Peer supports (requires all subscales)</b>
Caring peer relationships
High expectations—prosocial peers
<b>Home supports (requires all subscales)</b>
Caring adult relationships
High expectations—adults at home
Meaningful participation at home
<b>Community supports (requires all subscales)</b>
Caring adult relationships
High expectations—adults in community
Meaningful participation

Source of survey questions: Core Module, Resilience & Youth Development Module, Secondary California Healthy Kids Survey (CHKS).

<sup>B</sup>Data are from Core Module. Sample is limited to respondents with data in Resilience & Youth Development Module. See Table 1 for the School Environment subdomain.

**Table 26. Peer Environment Domain and Subdomains**

Domain	Response Range
<b>Peer Supports (requires all subscales)</b>	
Caring peer relationships	
High expectations—prosocial peers	
<b>Subdomains</b>	
<b>Caring peer relationships scale questions (requires 2–3 items)</b>	
<i>I have a friend about my own age...</i>	
Who really cares about me.	1–4
Who talks with me about my problems.	1–4
Who helps me when I’m having a hard time.	1–4
<b>High expectations—prosocial peers scale questions (requires 2–3 items)</b>	
<i>My friends...</i>	
Get into a lot of trouble. <sup>A</sup>	1–4
Try to do what is right.	1–4
Do well in school.	1–4

Source of survey questions: Resilience & Youth Development Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

<sup>A</sup>Response options are reverse coded in computing the scale score.



**Table 27. Home Environment Domain and Subdomains**

Domain	Response Range
<b>Home Supports (requires all subscales)</b>	
Caring adult relationships	
High expectations—adults at home	
Meaningful participation at home	
<b>Subdomains</b>	
<b>Caring adult relationships scale questions (requires 2–3 items)</b>	
<i>In my home, there is a parent or some other adult...</i>	
Who is interested in my schoolwork.	1–4
Who talks with me about my problems.	1–4
Who listens to me when I have something to say.	1–4
<b>High expectations—adults at home scale questions (requires 2–3 items)</b>	
<i>In my home, there is a parent or some other adult...</i>	
Who expects me to follow the rules.	1–4
Who believes that I will be a success.	1–4
Who always wants me to do my best.	1–4
<b>Meaningful participation at home scale questions (requires 2–3 items)</b>	
<i>At home...</i>	
I do fun things or go fun places with my parents or other adults.	1–4
I do things that make a difference.	1–4
I help make decisions with my family.	1–4

Source of survey questions: Resilience & Youth Development Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 28. Community Environment Domain and Subdomains**

Domain	Response Range
<b>Community Supports (requires all subscales)</b>	
Caring adult relationships	
High expectations—adults in the community	
Meaningful participation	
<b>Subdomains</b>	
<b>Caring adult relationships scale questions (requires 2–3 items)</b>	
<i>Outside of my home and school, there is an adult...</i>	
Who really cares about me.	1–4
Who notices when I am upset about something.	1–4
Whom I trust.	1–4
<b>High expectations—adults in community scale questions (requires 2–3 items)</b>	
<i>Outside of my home and school, there is an adult...</i>	
Who tells me when I do a good job.	1–4
Who believes that I will be a success.	1–4
Who always wants me to do my best.	1–4
<b>Meaningful participation scale questions (requires 2–3 items)</b>	
<i>Outside of my home and school, ...</i>	
I am part of clubs, sports teams, church/temple, or other group activities.	1–4
I am involved in music, art, literature, sports, or a hobby.	1–4
I help other people.	1–4

Source of survey questions: Resilience & Youth Development Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 29. Internal Assets Domain and Subdomains**

Domain	Response Range
<b>Internal Assets (requires all subscales)</b>	
Collaboration	
Cooperation and communication	
Self-efficacy	
Empathy	
Problem solving	
Self-awareness	
Goals and aspirations	
Educational goals	
<b>Subdomains</b>	
<b>Collaboration scale questions (requires 2–3 items)</b>	
I listen to other students’ ideas.	1–4
I enjoy working together with other students on class activities.	1–4
When I work in school groups, I do my fair share.	1–4
<b>Cooperation and communication scale questions (requires 1–2 items)</b>	
I can work with someone who has different opinions than mine.	1–4
I stand up for myself without putting others down.	1–4
<b>Self-efficacy scale questions (requires 2–3 items)</b>	
I can work out my problems.	1–4
I can do most things if I try.	1–4
There are many things that I do well.	1–4
<b>Empathy scale questions (requires 2–3 items)</b>	
I feel bad when someone gets their feelings hurt.	1–4
I try to understand what other people go through.	1–4
I try to understand how other people feel and think.	1–4

Source of survey questions: Resilience & Youth Development Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 30. Internal Assets Domain and Subdomains - Continued**

Subdomains	Response Range
<b>Problem solving scale questions (requires 3–4 items)</b>	
I know where to go for help with a problem.	1–4
I try to work out problems by talking or writing about them.	1–4
When I need help, I find someone to talk with.	1–4
I trust my ability to solve difficult problems.	1–4
<b>Self-awareness scale questions (requires 2–3 items)</b>	
There is a purpose to my life.	1–4
I understand my moods and feelings.	1–4
I understand why I do what I do.	1–4
<b>Goals and aspirations scale questions (requires 2–3 items)</b>	
I have high goals and expectations for myself.	1–4
I am looking forward to a successful career.	1–4
I don't expect very much of myself in the future. <sup>A</sup>	1–4
<b>Educational goals scale questions (requires all items)</b>	
I plan to graduate from high school.	1–4
I plan to go to college or some other school after high school.	1–4

Source of survey questions: Resilience & Youth Development Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

<sup>A</sup>Response options are reverse coded in computing the scale score.

# School Climate Module

**Table 31. Student Learning Environment Scale**

Scale	Response Range
<b>Student Learning Environment</b>	
<b>Student learning environment scale questions (requires 6–7 items)</b>	
Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.	1–5
My teachers work hard to help me with my schoolwork when I need it.	1–5
Teachers show how classroom lessons are helpful to students in real life.	1–5
Teachers give students a chance to take part in classroom discussions or activities.	1–5
Teachers go out of their way to help students.	1–5
Teachers help students catch up when they return from an absence.	1–5
My teachers give me useful feedback on my work.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 32. Learning Engagement Climate Scale**

Scale	Response Range
<b>Learning Engagement Climate</b>	
<b>Learning engagement climate scale questions (requires 3–4 items)</b>	
Students at this school are motivated to learn.	1–5
Students pay attention in class.	1–5
Students try their best in school.	1–5
Students turn in their homework on time.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 33. Fairness and Respect for Diversity Scale**

Scale	Response Range
<b>Fairness and Respect for Diversity</b>	
<b>Fairness and respect for diversity scale questions (requires 3–4 items)</b>	
Adults at this school treat all students with respect.	1–5
Students treat teachers with respect.	1–5
The school rules are fair.	1–5
All students are treated fairly when they break school rules.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 34. Racial/Ethnic Conflict Scale**

Scale	Response Range
<b>Racial/Ethnic Conflict</b>	
<b>Racial/Ethnic conflict scale questions (requires all items)</b>	
I have been disrespected by an adult at this school because of my race, ethnicity, or culture.	1–5
There is a lot of tension in this school between people of different cultures, races, or ethnicities.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 35. Respect for Diversity Scale**

Scale	Response Range
<b>Respect for Diversity</b>	
<b>Respect for diversity scale questions (requires 2–3 items)</b>	
Students in this school respect each other’s differences (for example, gender, race, culture, sexual orientation).	1–5
Adults/teachers in this school respect differences in students (for example, gender, race, culture, sexual orientation).	1–5
Teachers show that they think it is important for students of different races and cultures at this school to get along with each other.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 36. Clarity of Rules Scale**

Scale	Response Range
<b>Clarity of Rules</b>	
<b>Clarity of rules scale questions (requires 2–3 items)</b>	
This school clearly informs students what would happen if they break school rules.	1–5
Rules in this school are made clear to students.	1–5
This school makes it clear how students are expected to act.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 37. Disciplinary Harshness Scale**

Scale	Response Range
<b>Disciplinary Harshness</b>	
<b>Disciplinary harshness scale questions (requires 2–3 items)</b>	
The rules in this school are too strict.	1–5
It is easy for students to get kicked out of class or get suspended.	1–5
Students get in trouble for breaking small rules.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”



**Table 38. Student Peer Relationships Scale**

Scale	Response Range
<b>Student Peer Relationships</b>	
<b>Student peer relationships scale questions (requires 3–4 items)</b>	
Students enjoy doing things with each other during school activities.	1–5
Students care about each other.	1–5
Students treat each other with respect.	1–5
Students get along well with each other.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 39. Support for Social Emotional Learning Scale**

Scale	Response Range
<b>Support for Social Emotional Learning</b>	
<b>Support for social emotional learning scale questions (requires 5–6 items)</b>	
This school encourages students to feel responsible for how they act.	1–5
This school encourages students to understand how others think and feel.	1–5
Students are taught that they can control their own behavior.	1–5
This school helps students resolve conflicts with one another.	1–5
This school encourages students to care about how others feel.	1–5
Teachers here make it clear to students that bullying is not tolerated.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 40. Antibullying Climate Scale**

Scale	Response Range
<b>Antibullying Climate</b>	
<b>Antibullying climate scale questions (requires 3–4 items)</b>	
If another student was bullying me, I would tell one of the teachers or staff at school.	1–5
Students tell teachers when other students are being bullied.	1–5
If I tell a teacher that someone is bullying me, the teacher will do something to help.	1–5
Students here try to stop bullying when they see it happening.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

**Table 41. Quality of School Facilities Scale**

Scale	Response Range
<b>Quality of School Facilities</b>	
<b>Quality of school facilities scale questions (requires 2–3 items)</b>	
My school is usually clean and tidy. <sup>B</sup>	1–5
The schoolyard and buildings are clean and in good condition.	1–5
The school grounds are kept clean.	1–5

Source of survey questions: Core Module, School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

<sup>B</sup>Data are from Core Module. Sample is limited to respondents with data in School Climate Module.

**Table 42. Time for Lunch Scale**

Scale	Response Range
<b>Time for Lunch</b>	
<b>Time for lunch scale questions (requires all items)</b>	
I eat my lunch at the right time of day.	1–5
I have plenty of time to eat my lunch.	1–5

Source of survey questions: School Climate Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Strongly disagree” (1); “Disagree” (2); “Neither disagree nor agree” (3); “Agree” (4); and “Strongly agree” (5).

Scale is based on average reporting of “Agree” or “Strongly agree.”

# Social Emotional Health Module

**Table 43. Covitality Domain and Subdomains**

Domain
<b>Covitality (requires all subscales)</b>
Belief in self
Belief in others
Emotional competence
Engaged living
Subdomains
<b>Belief in self<sup>F</sup> (requires all subscales)</b>
Self-efficacy
Self-awareness
Persistence
<b>Belief in others<sup>G</sup> (requires all subscales)</b>
School supports (Core)
Family connectedness
Peer supports
<b>Emotional competence<sup>H</sup> (requires all subscales)</b>
Emotional regulation
Empathy
Behavioral self-control
<b>Engaged living<sup>I</sup> (requires all subscales)</b>
Optimism
Gratitude
Zest

Source of survey questions: Core Module, Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: <sup>F</sup>See Table 17 for the Belief in Self subdomain; <sup>G</sup>See Table 18 for the Belief in Others subdomain; <sup>H</sup>See Table 19 for the Emotional Competence subdomain; <sup>I</sup>See Table 20 for the Engaged Living subdomain.

**Table 44. Belief in Self Subdomain and Scales**

Subdomain	Response Range
<b>Belief in Self (requires all subscales)</b>	
Self-efficacy	
Self-awareness	
Persistence	
<b>Scales</b>	
<b>Self-efficacy scale questions (requires 2–3 items)</b>	
I can work out my problems.	1–4
I can do most things if I try.	1–4
There are many things that I do well.	1–4
<b>Self-awareness scale questions (requires 2–3 items)</b>	
There is a purpose to my life.	1–4
I understand my moods and feelings.	1–4
I understand why I do what I do.	1–4
<b>Persistence scale questions (requires 2–3 items)</b>	
When I do not understand something, I ask the teacher again and again until I understand.	1–4
I try to answer all the questions asked in class.	1–4
When I try to solve a math problem, I will not stop until I find a final solution.	1–4

Source of survey questions: Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 45. Belief in Others Subdomain and Scales**

Subdomain	Response Range
<b>Belief in Others (requires all subscales)</b>	
School supports	
Family connectedness	
Peer supports	
<b>Scales</b>	
<b>School supports<sup>B</sup> (Core) scale questions (requires 2–3 items)</b>	
<i>There is a teacher or some other adult from my school...</i>	
Who always wants me to do my best.	1–4
Who listens to me when I have something to say.	1–4
Who believes that I will be a success.	1–4
<b>Family connectedness scale questions (requires 2–3 items)</b>	
My family members really help and support one another.	1–4
There is a feeling of togetherness in my family.	1–4
My family really gets along well with each other.	1–4
<b>Peer supports scale questions (requires 2–3 items)</b>	
I have a friend my age who really cares about me.	1–4
I have a friend my age who talks with me about my problems.	1–4
I have a friend my age who helps me when I’m having a hard time.	1–4

Source of survey questions: Core Module, Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

<sup>B</sup>Data are from Core Module. Sample is limited to respondents with data in Social Emotional Health Module. See Table 1 for the School Environment subdomain.

**Table 46. Emotional Competence Subdomain and Scales**

Subdomain	Response Range
<b>Emotional Competence (requires all subscales)</b>	
Emotional regulation	
Empathy	
Behavioral self-control	
<b>Scales</b>	
<b>Emotional regulation scale questions (requires 2–3 items)</b>	
I accept responsibility for my actions.	1–4
When I make a mistake I admit it.	1–4
I can deal with being told no.	1–4
<b>Empathy scale questions (requires 2–3 items)</b>	
I feel bad when someone gets their feelings hurt.	1–4
I try to understand what other people go through.	1–4
I try to understand how other people feel and think.	1–4
<b>Behavioral self-control scale questions (requires 2–3 items)</b>	
I can wait for what I want.	1–4
I don't bother others when they are busy.	1–4
I think before I act.	1–4

Source of survey questions: Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

**Table 47. Engaged Living Subdomain and Scales**

Subdomain	Response Range
<b>Engaged Living (requires all subscales)</b>	
Optimism	
Gratitude	
Zest	
<b>Scales</b>	
<b>Optimism scale questions (Core Module)<sup>B</sup> (requires 2–3 items)</b>	
Each day I look forward to having a lot of fun.	1–4
I usually expect to have a good day.	1–4
Overall, I expect more good things to happen to me than bad things.	1–4
<b>Gratitude scale questions (requires 2–3 items)</b>	
On most days I feel grateful.	1–4
On most days I feel thankful.	1–4
On most days I feel appreciative.	1–4
<b>Zest scale questions (requires 2–3 items)</b>	
On most days I feel energetic.	1–4
On most days I feel active.	1–4
On most days I feel enthusiastic.	1–4

Source of survey questions: Core Module, Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

<sup>B</sup>Survey questions are from the Core Module. Sample is limited to respondents with data in the Social Emotional Health Module.



**Table 48. Growth Mindset Scale**

Scale	Response Range
<b>Growth Mindset</b>	
<b>Growth mindset scale questions (requires 3–4 items)</b>	
My intelligence is something I cannot change very much. <sup>A</sup>	1–4
Challenging myself will not make me any smarter. <sup>A</sup>	1–4
There are some things I am not capable of learning. <sup>A</sup>	1–4
If I am not naturally smart in a subject, I will never do well in it. <sup>A</sup>	1–4

Source of survey questions: Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “A little true” or “Not at all true.”

<sup>A</sup>Response options are reverse coded in computing the scale score.

**Table 49. Goals Scale**

Scale	Response Range
<b>Goals</b>	
<b>Goals scale questions (requires 2–3 items)</b>	
I am looking forward to a successful career.	1–4
I have high goals and expectations for myself.	1–4
I don’t expect very much of myself in the future. <sup>A</sup>	1–4

Source of survey questions: Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

<sup>A</sup>Response options are reverse coded in computing the scale score.

---

**Table 50. Collaboration Scale**

Scale	Response Range
<b>Collaboration</b>	
<b>Collaboration scale questions (requires 2–3 items)</b>	
I enjoy working together with other students on class activities.	1–4
When I work in school groups, I do my fair share.	1–4
I like to listen to other students' ideas in class.	1–4

Source of survey questions: Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

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**Table 51. Problem Solving Scale**

Scale	Response Range
<b>Problem Solving</b>	
<b>Problem solving scale questions (requires 2–3 items)</b>	
When I need help I find someone to talk with.	1–4
I try to work out my problems by talking or writing about them.	1–4
I trust my ability to solve difficult problems.	1–4

Source of survey questions: Social Emotional Health Module, Secondary California Healthy Kids Survey (CHKS).

Notes: Survey response options are “Not at all true” (1); “A little true” (2); “Pretty much true” (3); and “Very much true” (4).

Scale is based on average reporting of “Pretty much true” or “Very much true.”

---

---

# Constructed Demographic Variables (Stata Code)

To ensure correct formatting, please download this document and then copy the code. Copying directly from the preview window may cause formatting issues with line breaks.

---

## Race/Ethnicity

```
egen ethx1 = rowtotal(a6a a6b a6c a6d a6e a6f a6g)
egen ethx2 = rowtotal(a6a a6b a6c a6e a6f a6g)
replace ethx2 = 2 if ethx2 > 2 & ethx2 < .

lab def ethnic 1 "American Indian/Alaska Native" 2 "Asian" 3
"African American" 4 "Hispanic or Latinx" 5 "Native Hawaiian/PI"
6 "White" 7 "Multiracial" 8 "Something else"

gen ethnic = -9
replace ethnic = 4 if ethnic == -9 & a6d == 1
replace ethnic = 1 if ethnic == -9 & ethx2 == 1 & a6a == 1
replace ethnic = 2 if ethnic == -9 & ethx2 == 1 & a6b == 1
replace ethnic = 3 if ethnic == -9 & ethx2 == 1 & a6c == 1
replace ethnic = 5 if ethnic == -9 & ethx2 == 1 & a6e == 1
replace ethnic = 6 if ethnic == -9 & ethx2 == 1 & a6f == 1
replace ethnic = 8 if ethnic == -9 & ethx2 == 1 & a6g == 1
replace ethnic = 7 if ethnic == -9 & ethx2 >= 2 & ethx2 < .
replace ethnic = . if ethnic == -9 & ethx1 == 0
assert ethnic ~= -9
lab var ethnic "Race/ethnicity"
lab val ethnic ethnic
drop ethx1 ethx2
```

---

## Living Situation

```
gen livsit = 1 if a9 == 1
replace livsit = 2 if livsit == . & a9 == 5
replace livsit = 3 if livsit == . & a9 == 4 | a9 == 6 | a9 == 7
replace livsit = 4 if livsit == . & a9 == 2 | a9 == 3 | a9 == 8

label def livsit 1 "Home with one or more parent/guardian" 2
"Foster home" 3 "Homeless" 4 "Other living arrangement"
lab var livsit "Living situation"
label val livsit livsit
```

---

## English Proficiency Status - Non-English Language at Home Only

```
for var a12a-a12d: recode X (1=4) (2=3) (3=2) (4=1), gen(Xr)
egen engprof=rmean(a12ar a12br a12cr a12dr)

lab def engprofc 1 "Proficient" 2 "Not proficient"
gen engprofc = 1 if engprof < .
replace engprofc = 2 if engprof <= 3.5
egen engprofcm = rmiss(a12ar-a12dr)
for var engprofc: replace X = . if Xm == 4 | Xm == 3 | Xm == 2 \
lab var X "English proficiency status" \ lab val X X
lab var engprof "English proficiency scale"
drop a12ar-a12dr engprofcm

for var engprofc: gen X_noneng = X if a12 >= 2 & a12 <= 10
lab val engprofc_noneng engprofc
lab var engprofc_noneng "English proficiency status among
students speaking a language other than English at home"
```

Note: Variable "engprofc\_noneng" and the corresponding value label are included in raw datasets.

---

## English Learner Program Status

```
gen ell = a13
lab val ell a13

lab def ell 1 "No" 2 "Yes" 3 "Don't know"
lab val ell ell
lab var ell "English Learner Program"
```

---

## English Learner (EL) Program Duration and Long-Term English Learner (LTEL) Status

```
* recode non-el students to "Not English Learner"

gen ellyears = a14
lab def ellyears 1 "Less than 3 years" 2 "3 to 4 years" 3 "5 to
6 years" 4 "7 or more years"
lab val ellyears ellyears

lab def ltel 1 "Not English Learner" 2 "Less than 7 years" 3 "7
years or more"
gen ltel = 1 if ell == 1
replace ltel = 2 if ell == 2 & ellyears >= 1 & ellyears <=3
replace ltel = 3 if ell == 2 & ellyears == 4
lab var ltel "EL duration and Long-term EL status"
lab val ltel ltel
drop ellyears
```