



The California Student Mental Health Scorecard, 2015-2017

Biennial Statewide California Healthy Kids Survey Indicator ¹	2013-15			2015-17		
	Grade			Grade		
	7th (%)	9th (%)	11th (%)	7th (%)	9th (%)	11th (%)
Social-Emotional Well-Being						
Experienced chronic sadness or hopelessness*	26	32	34	24	30	32
Seriously considered suicide (past 12 months)	na	19	19	na	16	16
Missed school because felt very sad, hopeless, anxious, stressed or angry (past 30 days)	6	10	13	5	10	14
School Safety and Victimization (Past 12 Months)						
Do not feel very safe or safe	37	40	36	30	41	40
Bullied or harassed	40	38	30	34	31	28
Bias-related reasons**	30	29	24	25	24	23
Experienced cyberbullying	20	20	19	19	21	18
Made fun of because of looks or way they talk.	39	37	32	34	31	28
Had mean rumors/lies spread about you	43	36	32	38	32	30
Afraid of being beaten up	20	15	10	20	14	8
Been threatened or injured by a weapon	6	7	5	4	5	4
Heavy, Regular, or Risky Substance Use						
Binge drinking (5 or more drinks in a row, past 30 days)	3	10	18	1	6	12
Weekly marijuana use (3 or more days, past 30 days)	3	8	12	1	5	9
Heavy drug use, past 30 days	4	10	15	2	7	11
AOD use on school property, past 30 days	5	8	9	3	7	7
Ever drunk or "high" on drugs on school property	4	10	18	2	8	14
Learning Engagement						
Inventory of Student Motivation [^]	75	68	66	80	73	70
School Connectedness [^]	71	56	55	68	57	54
Truancy (3 or more times, past 12 months)	15	19	31	12	18	28
Developmental Supports						
Total School Supports [‡]	58	53	57	64	54	56
Caring Adult Relationships [‡]	60	55	63	65	57	61
High Expectations [‡]	75	68	71	78	69	70
Opportunities for Meaningful Participation [‡]	40	35	37	43	35	36

*Past 12 months, ever felt so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities.

**Bias-related reasons are race/ethnicity, religion, gender, sexual orientation, physical or mental disability.

[^]Multi-item scale. Average reporting "Agree" or "Strongly Agree"

[‡]Multi-item scale. Average reporting "Pretty Much True" or "Very Much True"

¹For information on the California Department of Education's California Healthy Kids Survey and the full Biennial Statewide Survey results, visit calschls.org. For information on strategies to improve school climate, visit californiaS3.wested.org.

The California Student Mental Health Scorecard, 2015-2017 School Staff Data

California School Staff Survey Indicator²	2013-15			2015-17		
	School Level			School Level		
	ES (%)	MS (%)	HS (%)	ES (%)	MS (%)	HS (%)
Perceived moderate-to-severe problem at school						
Student depression or other mental health issues	15	29	40	16	30	46
Disruptive student behavior	41	53	47	42	54	43
Harassment or bullying of students	24	45	35	21	43	31
Alcohol or other drug use	1	13	45	1	11	39
Agree or strongly agree that school...						
Is a supportive and inviting place for students to learn§	96	93	94	96	94	95
Is a safe place for students§	93	89	91	94	89	92
Emphasizes helping students with their social, emotional, and behavioral problems§	72	71	66	82	80	78
Provides adequate student counseling and support services§	65	76	75	70	80	81
Provides effective confidential support and referral services for students needing help due to substance abuse, violence, or other problems§	46	62	66	55	70	76
Nearly all adults at school...						
Really care about every student†	94	89	86	94	90	87

Key: ES=elementary school; MS=middle school; HS=high school

§Multi-item scale. Average reporting "Agree" or "Strongly Agree"

†Multi-item scale. Average reporting "Nearly All Adults" or "Most Adults"

² For information on the California Department of Education's California School Staff Survey, visit calschls.org.

Student Survey (CHKS) Highlights

The following summarizes the major trends in the 2015-2017 Biennial Statewide CHKS results compared to those in 2013-2015. If there is only a change of around 1 percentage point, the current results are considered remaining level or stable. The full results may be downloaded from data.calschls.org/resources/Biennial_State_1517.pdf.

Social-Emotional Well-Being

There was general improvement across indicators of social-emotional health.

- The proportion of students reporting **chronic sadness** has improved over the past two years by 2 points in all grades: grade 7 (26% to 24%), grade 9 (32% to 30%), and grade 11 (34% to 32%).
- Data on **suicide ideation** indicates improvement in 9th and 11th grade by 3 points, both grades from 19% to 16%. This question was not asked of middle school students.
- **Absence from school** data due to feeling very sad, hopeless, anxious, stressed, or angry remained stable across all grades at 5% in 7th grade, 10% in 9th, and 14% in 11th.

School Safety and Victimization

Data on **perceived safety** was mixed but most indicators of **victimization** at school declined, generally more in 7th and 9th grades than 11th.

- The proportion of students **not feeling very safe or safe** at school decreased (improved) in grade 7 by greater than 5 points, from 37% to 30%, but it remained stable in grade 9 at 41% and increased (not improved) in grade 11 by 4 points, from 36% to 40%.
- The percentage of students reporting **any bullying/harassment** in school decreased across all grades, dropping markedly by 6 to 7 points in grade 7 (40% to 34%) and grade 9 (38% to 31%), and by 2 points in grade 11 (30% to 28%).
- Students reporting **bias-related bullying/harassment** (e.g., due to race/ethnicity, gender, religion, disability, sexual orientation) in school decreased by 5 points in both grade 7 (30% to 25%) and grade 9 (29% to 24%), but remained stable in grade 11 (24% to 23%).
- Students reporting being **made fun of** at school because of their looks or way they talk declined by 4 to 6 points across grades, at 34% in 7th grade, 31% in 9th, and 28% in 11th.

- Student reports of having **mean rumors/lies** spread about them in school declined to 38%, 32%, and 30% across ascending grades, lower by 4 to 5 points in 7th and 9th grades and 2 points in 11th.
- **Fear of being beaten up** at school occurred among 20% of 7th graders, 14% of 9th and 8% of 11th. This was the same level as two years prior in grades 7 and 9 but 2 points lower in grade 11.
- Students reporting being **threatened or injured by a weapon** in school decreased by 2 points for 7th (6% to 4%) and 9th grade (7% to 5%) and remained stable for 11th grade (5% to 4%).
- Students experiencing **cyberbullying** (in general) remained stable for all grade levels and varied relatively little across grades, at 18% to 21%.

Substance Use: General Declining Trend (Improvement)

- **Binge drinking** (five or more drinks in a row) in the past 30 days (current use) continued the decline observed in 2013-2015, dropping from 3% to 1% in 7th grade, 10% to 6% in 9th grade, and 18% to 12% in 11th grade.
- Weekly **marijuana use** (three or more days, past 30 days) declined across all grades, from 3% to 1% in 7th grade, 8% to 5% in 9th, and 12% to 9% in 11th.
- **Heavy drug use** in the past 30 days occurred among 2% of 7th graders, 7% of 9th, and 11% of 11th, which were declines by 2, 3, and 4 points, respectively.
- Use of alcohol or other drugs **at school** was stable in 9th grade at 7% and decreased by 2 points in 7th and 11th grades, to 3% and 7%, respectively.
- **Ever drunk or “high” on drugs on school property** decreased across grades, from 4% to 2% in 7th grade, 10% to 8% in 9th, and 18% to 14% in 11th.

Learning Engagement

Percentages on indicators of learning engagement consistently decline as students progress through school, but marked improvements since 2013-2015 occurred among 7th and 11th graders in the areas of Student Motivation and Truancy. For middle school students, School Connectedness declined since 2013-15.

- Improvements in the Inventory of Student Motivation occurred in all grades compared to 2013-2015 but motivation steadily declines as students progress through school. The percentage increased by 5, 5, and 4 points, respectively, in grades 7, 9, and 11.

- The proportion reporting “Agree” or “Strongly Agree” in **School Connectedness** decreases as students progress through school. Compared to two years prior, it decreased 3 points among 7th graders to 68%, but remained relatively stable among 9th graders (56% to 57%) and 11th graders (55% to 54%).
- **Truancy** (three or more times in the past 12 months) increased with grade level, from 12% in 7th grade to 18% in 9th and 28% in 11th. Compared to 2013-2015, these percentages were 3 points lower in grades 7 and 11 but stable in 9th.

Developmental Supports Scales

On the scales assessing percentage of students “Pretty Much True” and “Very Much True” in receiving developmental supports at schools, there was a positive trend for 7th graders, stability for 9th graders, and a general negative trend for 11th graders compared to 2013-2015. Moreover, 7th graders report higher levels of development supports than their counterparts in high school.

- Over the past four years, **Total School Supports** increased for 7th graders (58% to 64%), but remained relatively stable in 9th (53% to 54%) and 11th grade (57% to 56%).
- **Caring Relationships** with an adult at school improved for 7th & 9th grade students, with the percentage rising from 60% to 65% for 7th grade and 55% to 57% for 9th grade. However, there was a small decline with 11th grade students from 63% to 61%.
- Similarly, **High Expectations** messages from adults increased for middle school students, rising from 75% to 78% for 7th graders. However, high school students showed stability at 69% (from 68%) in 9th grade and 70% (from 71%) in 11th grade.
- Opportunities for **Meaningful Participation** based on multi-item scale of “Pretty Much True” and “Very Much True” improved for 7th graders by 3 points from 40% to 43%, but remained stable in high school at 35% for 9th grade and 37% to 36% for 11th grade.

Staff Survey (CSSS) Highlights

Student Behavioral Problems

- **Social-Emotional Health.** Although CHKS mental health indicators improved among high school students, the percentage of staff rating student depression or other mental health issues at their school as a moderate-to-severe problem **increased** in high schools from 40% to 46%. It remained stable in elementary and middle schools at 16% and 30%, respectively.
- **Disruptive Behavior.** Staff perceptions of disruptive student behavior as a moderate-to-severe problem was highest in middle school at 54%, compared to 42% in elementary and 43% in high school. This was 4 points lower than two years previously in high school, but stable in the other levels.
- **Victimization.** The proportion of staff rating harassment or bullying of students as a moderate-to-severe problem also peaked in middle school. In all grades it declined compared to two years previous, in elementary schools from 24% to 21%, in middle schools from 45% to 43%, and high schools from 35% to 31%.
- **Substance Use.** Staff ratings of alcohol and other drug use as a moderate-to-severe issue at their school was negligible at the elementary level (1%), but was 11% in middle school and rose markedly to 39% in high school. However, these percentages are lower than two years prior by 2 and 6 points. This is consistent with the actual decline in consumption reported on the CHKS.

Safety

- The percentage of staff agreeing or strongly agreeing the school is **safe for students**, remained stable across all grades: elementary schools from 93% to 94%, middle schools at 89%, and high schools from 91% to 92%.

Student Supports

- Agreement that the school is a **supportive and inviting place** for students to learn was stable in elementary schools at 96%, middle schools at 94% (from 93%), and high schools at 95% (from 94%).
- Agreement that the school emphasizes **helping students with social emotional issues** increased 9 or more points in all school levels, in high schools by 12 points, to 82% in elementary (from 72%), 80% in middle (from 71%), and 78% in high schools (from 66%). This likely reflects the growth in understanding of the importance of social emotional learning over this period.

- Similarly, providing **effective confidential support and referral services** showed increases across all school levels by 8 or more points, to 55% in elementary, 70% in middle, and 76% in high schools (from 46%, 62%, and 66%, respectively, in 2013-2015).
- Providing adequate student **counseling and support services** also showed increases of 4 to 6 points, to 70% in elementary, 80% in middle, and 81% in high schools (from 65%, 76%, and 75%, respectively).
- Endorsement based on multi-item scale that “Nearly All Adults” and “Most Adults” at school **really care** about every student remained relatively stable across all school levels with elementary at 94%, middle school at 90% (from 89%), and high school at 87% (from 86%).