



CARES

Comprehensive Assessment of Resilience and Emotional Strengths

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https://ucsbeducation.az1.qualtrics.com/jfe/form/SV_2633pZG5EEG20ui

Expanding the Value, Impact, and Reach of the California Student Wellness Index

We recently developed and validated the 10-item California Student Wellness Index (CSWI) for the California Healthy Kids Survey (CHKS).¹ This index provides schools with anonymous and comprehensive insights into their students' mental wellbeing. By using the CSWI in conjunction with other validated items from the CHKS, schools are enriching their understanding of the connections between students' mental health and behavioral health risk factors.

The California Student Wellness Index (CSWI), initially validated with a sample of 626,000 students in grades 6-12, offers a reliable method for assessing mental wellness. However, its effectiveness as a standalone screening tool is limited because school care teams often struggle to identify which students need follow-up interviews. While some schools currently use the CSWI as part of universal wellness screenings on online survey platforms, broader and more impactful adoption will necessitate further enhancements.

It is crucial to incorporate additional asset-focused components and conduct non-anonymous screenings to enhance the effectiveness of the CSWI. These improvements will help us better understand students' perspectives and beliefs, highlight their strengths, and gather valuable insights. By

¹ Furlong, M. J., O'Malley, M., Chan, M-K., Dowdy, E., Goodwin, J., Ortiz, A., Nylund-Gibson, K., Hanson, T. (2024). [Development, validation, and multitier applications with the California Student Wellness Index](#). *Contemporary School Psychology*.

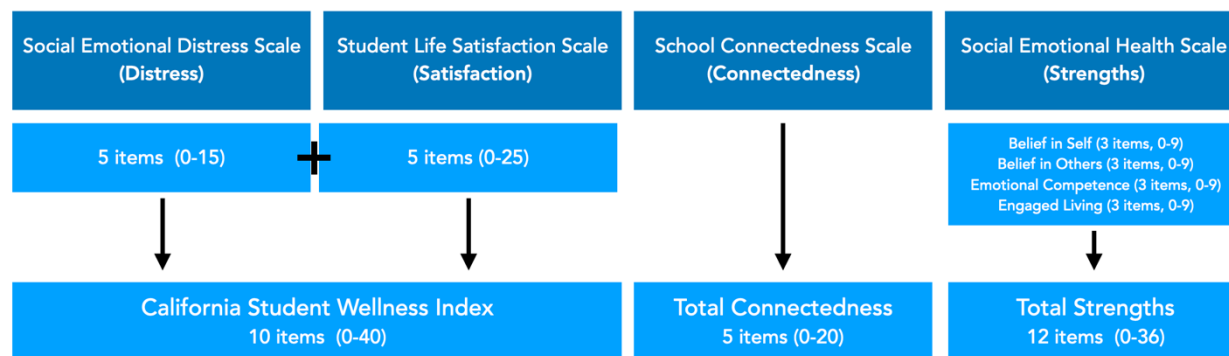
including questions about school relationships and climate, we can examine the nurturing environment within the school and, ultimately, increase the contributions of the CSWI.

Other CHKS components offer valuable insights into students' social and psychological well-being, which enhance and complement the CSWI. Building on our previous efforts, supported by a measurement [grant from the Institute of Education Sciences](#), we have successfully validated two additional CHKS measures in close collaboration with the California Department of Education and WestEd.

The CSWI, the Social-Emotional Health Survey-Secondary (SEHS-S), and School Connectedness (Connectedness) are core components of the California Healthy Kids Survey (CHKS). Despite their essential roles in the CHKS, there is currently no information available regarding their associations or normative distributions. This lack of normative data for both the SEHS-S and Connectedness represents a missed opportunity for schools aiming to improve student well-being. By developing a comprehensive report that combines student responses from the CSWI with connectedness and strengths scores, we can provide educators with valuable insights into their students' experiences. This vital information can help schools create nurturing environments that prioritize social-emotional well-being and foster stronger connections among students.

The CSWI, SEHS-S, and Connectedness self-report measures make up the CARES: Comprehensive Assessment of Resilience and Emotional Strength. These three assessments provide valuable insights into students' psychological well-being and their perceptions of relationships within the school environment. The concise format of these assessments allows for widespread and flexible administration, enabling educators to understand individual student needs and foster stronger social bonds and connections. Ultimately, this approach can enhance the overall educational experience. In just 27 items, CARES offers insights into students' mental health, their sense of belonging within the school community, and personal strengths that contribute to their resilience and coping abilities, as illustrated in Figure 1.

Figure 1. CARES Component Measures



Document's Objectives

This document evaluates three CHKS measures—CSWI, SEHS-S, and Connectedness—to assess student wellness. A primary objective is to provide schools and mental health staff with co-normative information about these measures based on a substantial sample of secondary students.

The proposed CARES tool is a streamlined screening and monitoring instrument comprising only 27 items. It takes a positive and strengths-focused approach, making it suitable for universal screening and monitoring in educational settings. For example, this tool could be easily integrated as an anonymous module within the CHKS.

By combining three well-designed and rigorously validated measures, CARES creates a consistent method for assessing and understanding students' social and emotional wellbeing. The information provided by CARES offers California-validated normative data to support educators in making data-informed decisions regarding the selection, implementation, and evaluation of student wellness services.

CARES Measures

California Student Wellness Index

The CSWI is a concise self-report tool consisting of ten items designed to assess overall mental wellbeing through two main dimensions: life satisfaction and emotional distress. Life satisfaction is measured using the Multidimensional Student Life Satisfaction Scale (BMSLSS). This tool is grounded in the Dual-Factor Mental Health model, which combines life satisfaction and emotional distress responses to produce a single composite score ranging from 0 to 40. The CSWI items are listed in Table 1, and Figure 2 displays the distribution of CSWI responses. Table 5 provides the raw-to-standard score conversions.

CSWI Development

The CSWI development involved analyzing data from 626,940 secondary students in California who completed the CHKS during the 2021/22 and 2022/23 academic years. To further assess the validity of the CSWI, we conducted additional analyses using data from independent samples to evaluate its concurrent validity with the SEHS-S, which included responses from 78,769 students collected during the 2020/21 academic year. Furthermore, we examined the stability and predictive validity of the CSWI using the Mental Health Continuum-Short Form (MHC-SF), which involved 1,828 participants from the 2020/21 and 2021/22 academic years. To establish the validity and reliability of the CSWI, we employed confirmatory factor analysis (CFA) and measurement invariance.

CSWI Psychometric Properties

The concurrent validity of the CSWI with the SEHS-S was assessed through confirmatory factor analysis (CFA) and measurement invariance tests. The results showed that the CSWI significantly correlated with

the SEHS-S scores across all four domains, suggesting a moderate correlation with other relevant aspects of students' positive social-emotional health. For a comprehensive description of the psychometric and validity analyses, refer to [Furlong et al. \(2024\)](#).

Table 1. California Student Wellness Index Items ²

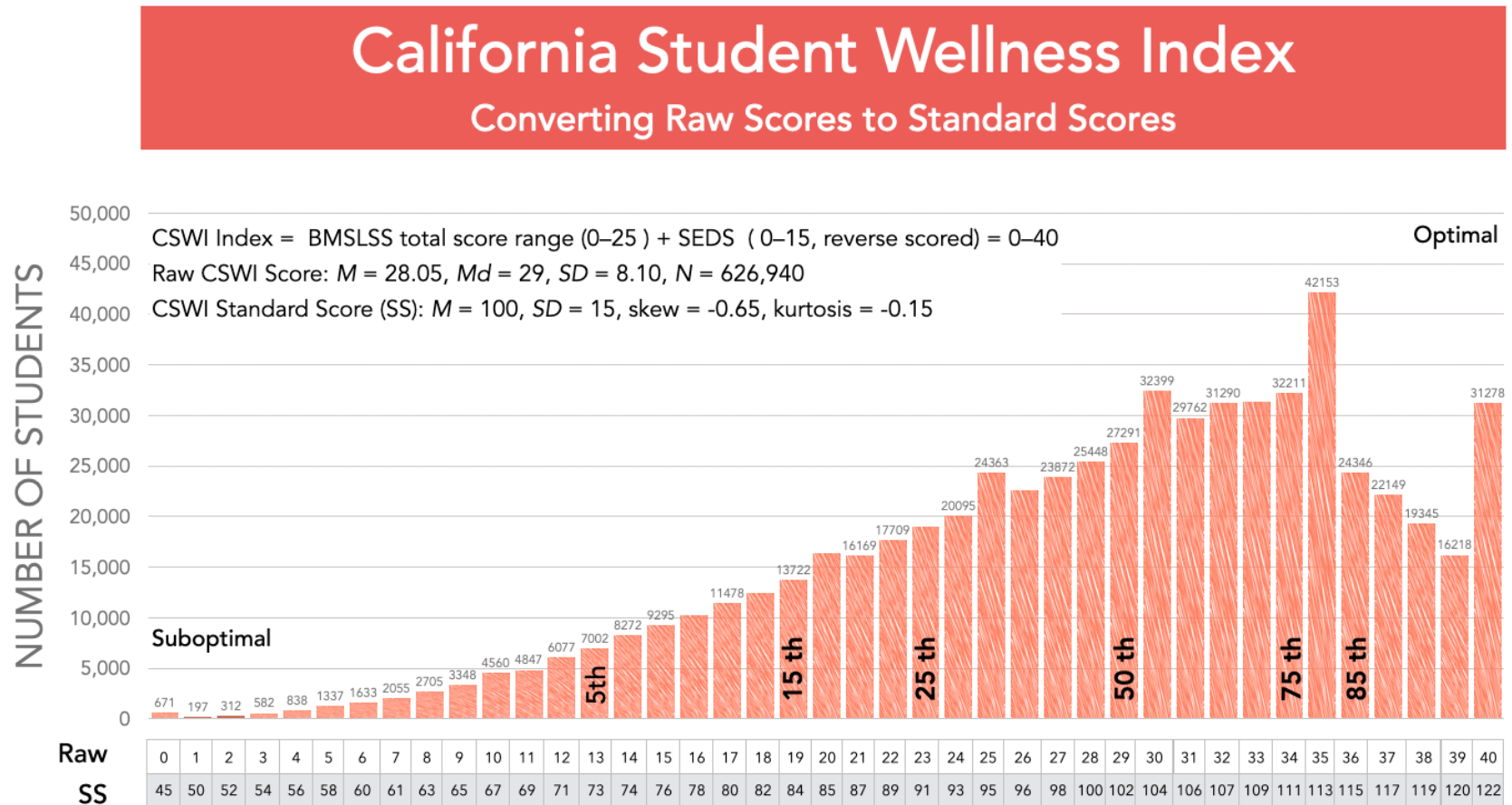
Life Satisfaction

Generally, how satisfied are you with your life?					
I would describe my satisfaction with my FAMILY life as...					
Very Dissatisfied	Dissatisfied	A Little Dissatisfied	A Little Satisfied	Satisfied	Very Satisfied
I would describe my satisfaction with my FRIENDSHIPS as...					
Very Dissatisfied	Dissatisfied	A Little Dissatisfied	A Little Satisfied	Satisfied	Very Satisfied
I would describe my satisfaction with my SCHOOL EXPERIENCES as...					
Very Dissatisfied	Dissatisfied	A Little Dissatisfied	A Little Satisfied	Satisfied	Very Satisfied
I would describe my satisfaction with MYSELF as...					
Very Dissatisfied	Dissatisfied	A Little Dissatisfied	A Little Satisfied	Satisfied	Very Satisfied
I would describe my satisfaction with WHERE I LIVE as...					
Very Dissatisfied	Dissatisfied	A Little Dissatisfied	A Little Satisfied	Satisfied	Very Satisfied
0 = VD	1 = D	2 = ALD	3 = ALS	4 = S	5 = VS

Social Emotional Distress

Over the past 30 days, how true do you feel these statements are about you?			
I had a hard time relaxing.			
Not At All True	A Little True	Pretty Much True	Very Much True
I felt sad and down.			
Not At All True	A Little True	Pretty Much True	Very Much True
I was easily irritated.			
Not At All True	A Little True	Pretty Much True	Very Much True
It was hard for me to cope, and I thought I would panic.			
Not At All True	A Little True	Pretty Much True	Very Much True
It was hard for me to get excited about anything.			
Not At All True	A Little True	Pretty Much True	Very Much True
0 = Not at All True	1 = A Little True	2 = Pretty Much True	3 = Very Much True

² Furlong, M. J., O'Malley, M., Chan, M-K., Dowdy, E., Goodwin, J., Ortiz, A., Nylund-Gibson, K., Hanson, T. (2024). [Development, validation, and multitier applications with the California Student Wellness Index](#). *Contemporary School Psychology*.

Figure 2³ California Student Wellness Index Raw Score, Standard Score (M = 100, SD =15), and Percentile Distribution

³ For extensive CSWI psychometric and validation information see, Furlong, M. J., O'Malley, M., Chan, M-K., Dowdy, E., Goodwin, J., Ortiz, A., Nylund-Gibson, K., Hanson, T. (2024). [Development, validation, and multitier applications with the California Student Wellness Index](#). *Contemporary School Psychology*.

Social Emotional Health Survey-Secondary (SEHS-S) ⁴

The SEHS-S is a robust and well-validated tool commonly used in research and clinical settings. However, its 36 items make inefficient for universal screening and monitoring purposes. To address this issue, we conducted analyses to develop a more concise version of the assessment and improve its application for wellness screening.

Social Emotional Health Survey-Brief (SEHS-B) ⁵

SEHS-B Development

Research groups from UCSB and [Proyecto Covitalidad](#) recognized the need for a shorter version of the SEHS-S. They conducted analyses to develop a concise form. The proposed short version incorporates the best single item from each of the 12 SEHS-S subscales, resulting in scores across four domains: Belief in Self, Belief in Others, Social-Emotional Competence, and Engaged Living, as well as a total social-emotional strengths score.

SEHS-B Analysis

This analysis included the responses of secondary school students from Spain (51% females) and the USA (50% females). We used item and Rasch analyses on the Spanish sample to select the most representative items for each first-order domain, resulting in a 12-item scale. We then conducted Confirmatory Factor Analyses (CFAs) on these items and explored measurement invariance (MI) across countries, genders, and grades. We correlated the SEHS-S-SF and SEHS-S factors to test convergent validity. We assessed internal consistencies using Cronbach's α and McDonald's ω .

SEHS-B Results

Our analyses developed and validated a shorter version of the SEHS-S, referred to as SEHS-B (see Table 3). Figure 3 illustrates the SEHS-B total score (range 0-36) response distribution. The higher-order model for the SEHS-B was validated through confirmatory factor analyses. Measurement invariance was established across different countries and educational grades for first- and second-order factor loadings, items, and first-order factor intercepts. However, measurement invariance was only demonstrated for first- and second-order factor loadings when considering sex. The domains of SEHS-B displayed strong correlations with their corresponding SEHS-S domains, with values of .92 or higher. The internal

⁴ Furlong, M.J., Dowdy, E., Nylund-Gibson, K. et al. (2020). [Enhancement and Standardization of a Universal Social-Emotional Health Measure for Students' Psychological Strengths](#). *Journal of Well-Being Assessment*, 4, 245–267.

⁵ Francisco Javier López Fernández, David Pineda, Raquel Falcó, Juan Carlos Marzo, Erin Dowdy, Mei-ki Chan, Michael Furlong y Jose Antonio Piqueras (2024). "Desarrollo y validación transcultural de la Social Emotional Health Survey-Secondary Short Form (SEHS-S-SF). XIII Jornadas de la Asociación Iberoamericana para la Investigación de las Diferencias Individuales "Líneas actuales en el estudio de las diferencias individuales y la salud" celebradas en el Centro de Congresos de Elche (Alicante) los días 26 y 27 de Septiembre de 2024.

consistency indices for the four latent traits ranged from .54 to .81, with the general social-emotional strengths factor achieving a value of .86.

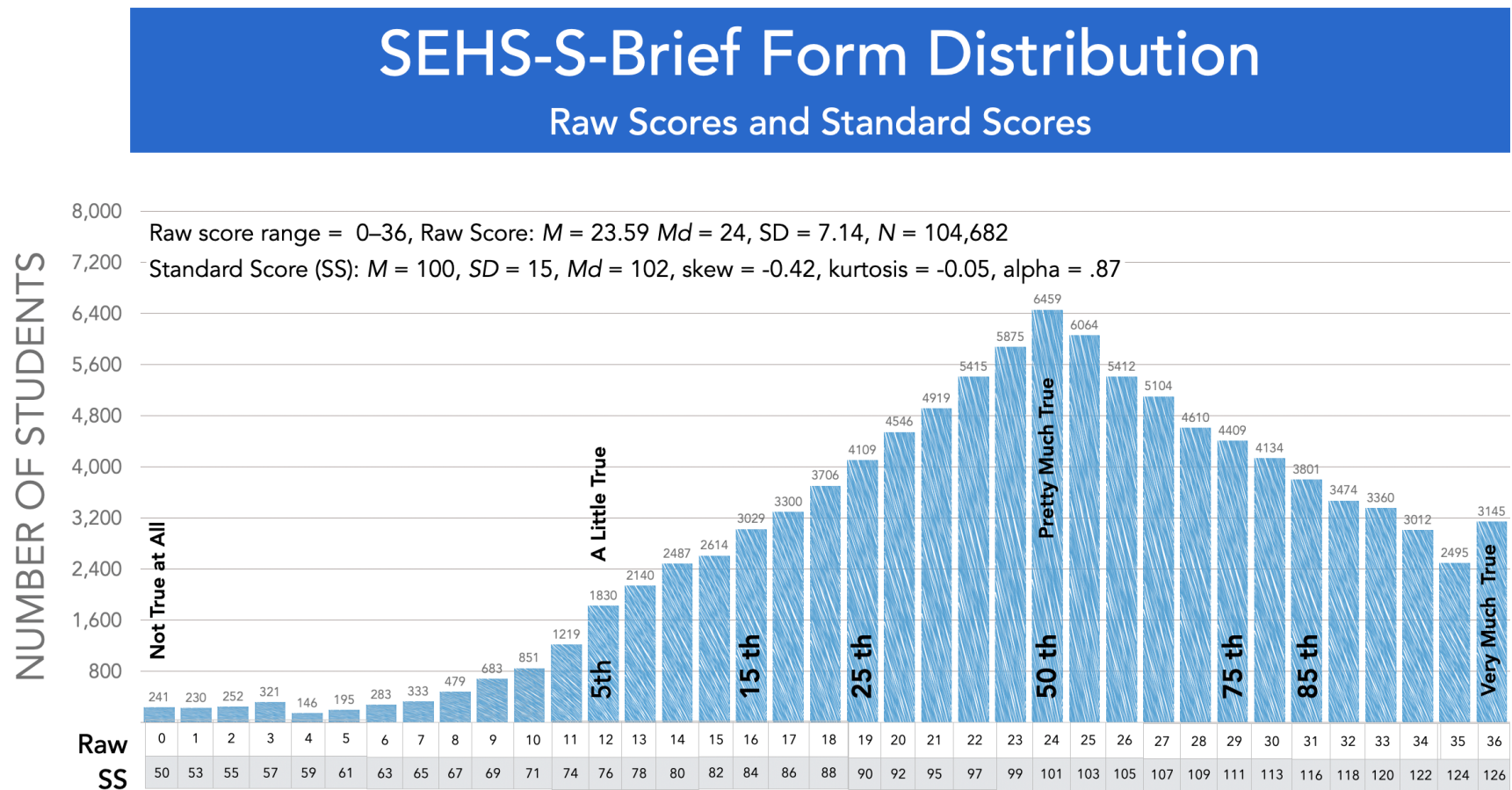
Table 3. SEHS-B Items ⁶

Directions: You are invited to complete this survey about how you have felt over the past few weeks. Read each item and choose the response that best describes you. There are no right or wrong answers. You can skip questions you don't want to answer.				
	0	1	2	3
1. I can do most things if I try.	0	1	2	3
2. I understand my moods and feelings.	0	1	2	3
3. I try to answer all the questions asked in class.	0	1	2	3
4. At my school, there is a teacher or some other adult who always wants me to do my best.	0	1	2	3
5. My family really gets along well with each other.	0	1	2	3
6. I have a friend my age who helps me when I'm having a hard time.	0	1	2	3
7. I accept responsibility for my actions.	0	1	2	3
8. I try to understand what other people go through.	0	1	2	3
9. I think before I act.	0	1	2	3
10. I usually expect to have a good day.	0	1	2	3
11. On most days, I feel grateful	0	1	2	3
12. On most days, I feel active	0	1	2	3

1-3 Belief in Self, 4-6 Belief in Others, 7-9 Emotional Competence,
10-12, Engaged Living, 1-12 Total SEHS Score

0 = Not at all true 1 = A little true 2 = Pretty much true 3 = Very much true

⁶ Furlong, M.J., Dowdy, E., Nylund-Gibson, K. et al. (2020). [Enhancement and standardization of a universal social-emotional health measure for students' psychological strengths](#). *Journal of Well-Being Assessment*, 4, 245–267.

Figure 3⁷ Social Emotional Health Survey-B Raw Score, Standard Score (M = 100, SD =15), and Percentile Distribution⁷ See UC Santa Barbara [School Mental Health Collaborative](#) for other SEHS-S psychometric and validation information.

SEHS-B Summary

Our analyses developed and validated the 12 SEHS-B items (see Table 3). Table 4 provides the raw scores for standard conversions. Table 2 shows the raw score to standard score equivalent values. The SEHS-B demonstrates strong psychometric properties, enabling a comprehensive assessment of higher-order, [covitality social-emotional strengths](#). This short form is convenient for time-limited assessments, such as school wellness screenings. This form can also be administered 2-3 times a year using carefully selected random samples to assess trends in population wellness.

School Connectedness Scale ⁸

The Connectedness measure includes five items designed to evaluate students' social relationships within the school environment. Table 4 presents the Connectedness items, and Figure 4 illustrates the distribution of responses. In Table 5, you will find the raw scores used for standard conversions. In contrast, Table 5 is intended to record the Standard Score Equivalent Response Profile.

Table 4. School Connectedness (Connectedness) Scale Items ⁹

I feel close to people at this school.	SD	D	N	A	SA
I am happy to be at this school.	SD	D	N	A	SA
I feel like I am part of this school.	SD	D	N	A	SA
The teachers at this school treat students fairly.	SD	D	N	A	SA
I feel safe in my school.	SD	D	N	A	SA

0 = SD = Strongly disagree.

1 = D = Disagree

2 = N= Neither disagree nor agree.

3 = A = Agree.

4 = SD = Strongly agree

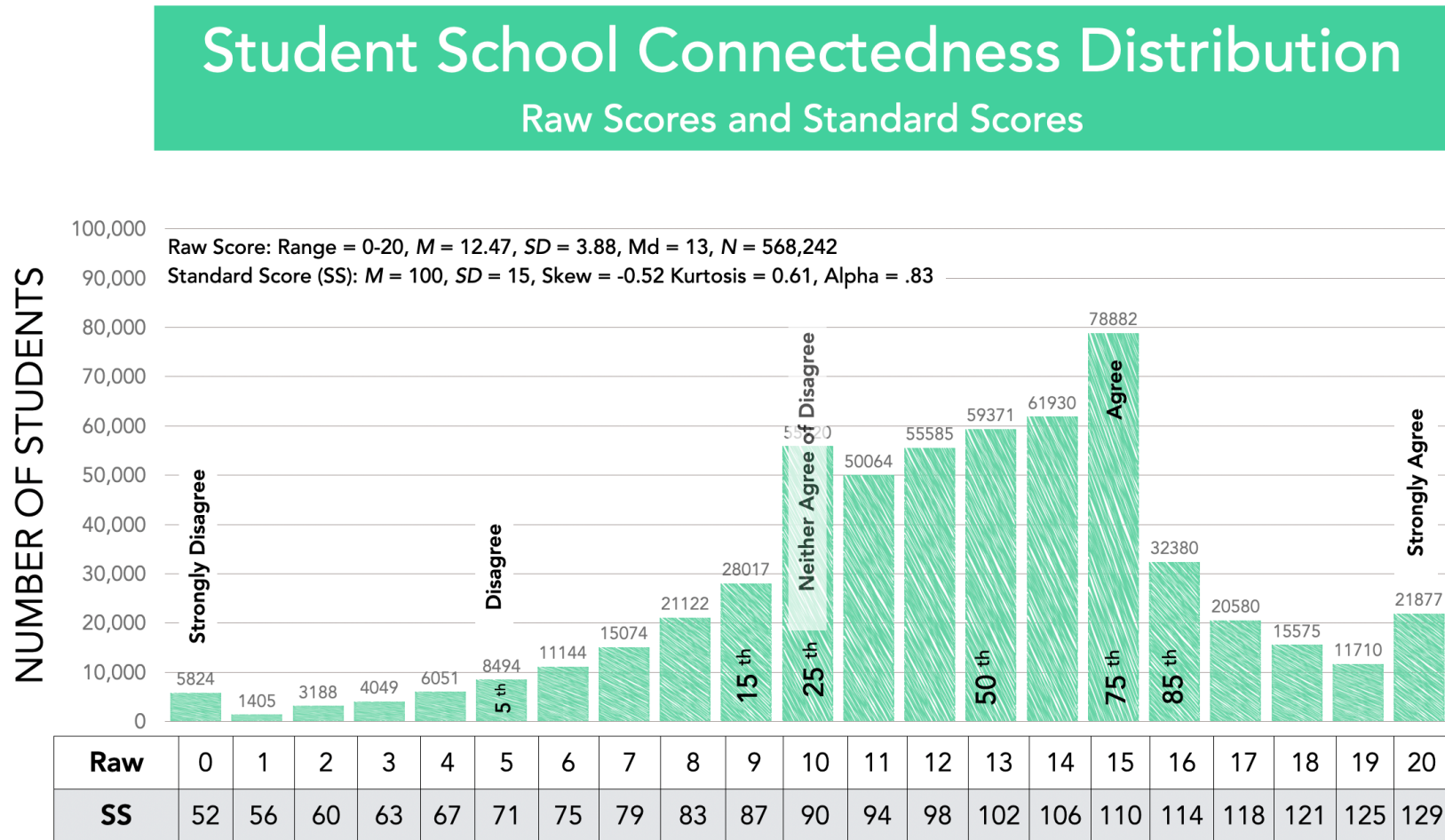
⁸ For more information see, Centers for Disease Control [school connectedness resources](#), and its [links to risk behaviors](#).

⁹ Furlong, M. J., O'Brennan, L. M., & You, S. (2011). [Psychometric properties of the Add Health School Connectedness scale for 18 sociocultural groups](#). *Psychology in the Schools*, 48(10), 986–997.

School Connectedness Psychometric Properties

The psychometric properties of the CHKS Connectedness¹⁰ were analyzed for 18 sociocultural groups based on the responses of 500,800 California junior and senior high school students. In a [previous study](#), we found that the fundamental properties of Connectedness are favorable, including its reliability, concurrent validity, and construct structure. In the multigroup invariance testing, a single-factor model of Connectedness was consistent across all 18 sociocultural groups. Confirmatory factor analysis indicated that all items on the Connectedness are related to a single distinct factor. Additionally, the scores on this scale demonstrated internal consistency, making it suitable for both research in schools and practical assessment applications. These results suggest that it is appropriate to compare the effects of Connectedness across different racial and ethnic groups.

¹⁰ Furlong, M. J., O'Brennan, L. M., & You, S. (2011). [Psychometric properties of the Add Health School Connectedness scale for 18 sociocultural groups](#). *Psychology in the Schools*, 48(10), 986–997.

Figure 4¹¹ School Connectedness Raw Score, Standard Score (M = 100, SD =15), and Percentile Distribution

¹¹ Furlong, M. J., O'Brennan, L. M., & You, S. (2011). [Psychometric properties of the Add Health School Connectedness scale for 18 sociocultural groups](#). *Psychology in the Schools*, 48(10), 986–997.

CARES Information

CARES Applications

Universal Screening and Progress Monitoring

The CARES assessment is a practical universal screening tool designed to evaluate students' overall mental wellness. If employed in this way and to maximize its effectiveness, the school wellness care team should actively involve parents or guardians by informing them about the assessment and obtaining their permission for its distribution. Once students consent, they enter an ID, allowing the school care team to follow up and connect them with any necessary support services. The CARES assessment consists of 27 items and can be administered several times each year to monitor students' progress in receiving school counseling and related services.

CARES Descriptive Information

The cross-measures correlations were all positive and in the expected direction: *CSWI–Connectedness* ($r = .50$), *CSWI–SEHS-B* ($r = .59$), and *Connectedness–SEHS-B* ($r = .45$).

CARES Normative Information

Tables 5-9 show the raw score, standard deviations, and selected percentile rank equivalents for the Social Emotional Distress Scale, the Student Life Satisfaction Scale, the California Wellness Index, the Social Emotional Health Survey-B, and the School Connectedness Scale.

Table 5. Comprehensive Assessment of Resilience and Emotional Strength, Raw Scores, Standard Scores (M = 100, SD = 15), and Percentiles

Raw	Distress		Satisfaction		CSWI		SEHS-Brief		Connectedness		Raw
	SS	%	SS	%	SS	%	SS	%	SS	%	
0	83	13	45	1	45	1	50	1	51	1	0
1	87	19	48	1	50	1	53	1	55	1	1
2	90	25	51	1	52	1	55	1	58	1	2
3	93	32	54	1	54	1	57	1	62	1	3
4	97	42	57	1	56	1	59	1	66	1	4
5	100	50	60	1	58	1	61	1	70	2	5
6	104	61	63	1	60	1	63	1	74	4	6
7	107	68	66	1	61	1	65	1	78	7	7
8	111	77	69	2	63	1	67	1	82	12	8
9	114	82	73	4	65	1	69	2	86	18	9
10	117	87	76	5	67	1	71	3	90	25	10
11	121	92	79	8	69	2	74	4	94	34	11
12	124	95	82	12	71	3	76	5	98	47	12
13	128	97	85	16	73	4	78	7	102	55	13
14	131	98	88	21	74	4	80	9	106	66	14
15	135	99	91	27	76	5	82	12	110	75	15
16			94	34	78	7	84	14	114	82	16
17			97	42	80	9	86	18	118	88	17
18			100	50	82	12	88	21	122	93	18
19			103	58	84	14	90	25	125	95	19
20			106	66	85	16	92	30	129	97	20
21			109	73	87	19	95	37			21
22			112	79	89	23	97	42			22
23			115	84	91	27	99	47			23
24			119	90	93	32	101	53			24
25			125	95	95	37	103	58			25
26					96	40	105	63			26
27					98	45	107	68			27
28					100	50	109	73			28
29					102	55	111	77			29
30					104	61	113	81			30
31					106	66	116	86			31
32					107	68	118	88			32
33					109	73	120	91			33
34					111	77	122	93			34
35					113	81	124	95			35
36					115	84	126	96			36
37					117	87					37
38					119	90					38
39					120	91					39
40					122	93					40

Tables 6-9 Social Emotional Health Survey-B Domain Standard Scores

N = 104,682, From 2018-2019 California Healthy Kids Survey Sample

Table 6. Belief in Self

Raw	Standard Score	Percentile	N	%
0	61	1	1873	1.8
1	68	2	1896	3.6
2	74	4	4306	7.7
3	81	10	9543	16.8
4	88	21	11585	27.9
5	95	37	15132	42.4
6	102	55	22335	63.7
7	109	73	14871	77.9
8	116	86	10330	87.8
9	123	94	12811	100.0

Table 7. Belief in Others

Raw	Standard Score	Percentile	N	%
0	52	1	751	.7
1	59	1	1459	2.1
2	67	1	3176	5.1
3	74	4	6604	11.5
4	81	10	9516	20.5
5	88	21	13461	33.4
6	95	37	18384	51.0
7	102	55	17824	68.0
8	110	75	16516	83.8
9	117	87	16991	100.0

Table 8. Emotional Competence

Raw	Standard Score	Percentile	N	%
0	54	1	1637	1.6
1	64	1	683	2.2
2	69	2	1896	4.0
3	76	5	6939	10.7
4	84	14	8286	18.6
5	91	27	13861	31.8
6	99	47	23921	54.7
7	106	66	17609	71.5
8	113	81	14840	85.7
9	121	92	15010	100.0

Table 9. Engaged Living

Raw Score	Standard Score	Percentile	N	%
0	67	1	4225	4.0
1	73	4	3730	7.6
2	79	8	5609	13.0
3	85	16	11691	24.1
4	91	27	11063	34.7
5	97	42	12515	46.6
6	103	58	18939	64.7
7	109	73	10937	75.2
8	115	84	9695	84.5
9	121	92	16278	100.0

Table 10. Social Emotional Health Survey-B Total Standard Scores

(M = 100, SD = 15), N = 104,682, Alpha = .87, M = 23.59, SD = 7.14

Raw Score	Raw Score	Percentile	N	%
0.	50	1	241	.2
1.	53	1	230	.4
2.	55	1	252	.7
3.	57	1	321	1.0
4.	59	1	146	1.1
5.	61	1	195	1.3
6.	63	1	283	1.6
7.	65	1	333	1.9
8.	67	1	479	2.4
9.	69	2	683	3.0
10.	71	3	851	3.8
11.	74	4	1219	5.0
12.	76	5	1830	6.7
13.	78	7	2140	8.8
14.	80	9	2487	11.2
15.	82	12	2614	13.7
16.	84	14	3029	16.6
17.	86	18	3300	19.7
18.	88	21	3706	23.3
19.	90	25	4109	27.2
20.	92	30	4546	31.5
21.	95	37	4919	36.2
22.	97	42	5415	41.4
23.	99	47	5875	47.0
24.	101	53	6459	53.2
25.	103	58	6064	59.0
26.	105	63	5412	64.1
27.	107	68	5104	69.0
28.	109	73	4610	73.4
29.	111	77	4409	77.6
30.	113	81	4134	81.6
31.	116	86	3801	85.2
32.	118	88	3474	88.5
33.	120	91	3360	91.7
34.	122	93	3012	94.6
35.	124	95	2495	97.0
36.	126	96	3145	100.0

Appendix 1. Source of CARES Student Responses

California Healthy Kids Survey (CHKS)

The original CSWI data were collected through the CHKS, an anonymous self-report survey conducted by the California Department of Education (CDE) in partnership with WestEd. The information gathered from the CHKS is used to inform public policy in education and human services, help school districts prioritize planning, and enhance students' school experiences. The CHKS includes questions about resiliency, protective factors, risk behaviors, and school climate.

The CHKS core module includes ten items related to CSWI and the five-item Connectedness scale. The optional Social Emotional Health Module (SEHM) contains the SEHS-S items. Our analysis of student responses to the CHKS during the 2023-2024 academic year provides the CSWI, SEHS-S, and Connectedness data to establish their response distributions. In recent years, driven by the goal of better understanding and promoting students' mental health, many schools have opted to administer the core module annually to students in Grades 6 through 12.

CHKS Data Collection Procedures

School districts obtained guardian consent for students in Grades 7, 9, and 11 to participate in the survey. Some districts also invited students from other Grades (6-12). The procedures for obtaining guardian consent, whether passive or active, vary according to each school district's policy. Student consent was also required.

At the beginning of the survey, participants were informed that their involvement was voluntary. They could skip any questions and discontinue their participation at any time. The administration procedures adhered to all relevant laws and regulations. During the 2023-24 academic year, students completed the online survey in three waves: fall (October–December 2023: 34.0%), winter (January–March 2024: 46.5%), and spring (April–June 2024: 19.5%).

CARES Sample

For the 2023/24 academic year, the high school version consists of 142 items, while the middle school version contains 135 items tailored for younger students. Both versions feature the CSWI and Connectedness items. Students in 512 of the state's 977 school districts, representing 52 of California's 58 counties, participated in the CHKS. Only students who completed all CSWI and Connectedness items and passed the quality checks were included in the analysis for this report. An overview of the 525,520 students in the primary sample is provided in Table 6.

The optional CHKS SEHM was completed by a subsample of 80,947 students from 96 school districts across 28 counties statewide. The gender distribution of this subsample is as follows: male (49.3%), female (48.1%), non-binary (1.2%), and other (1.4%). This distribution closely mirrors the larger sample (see Table 1).

Table 6. California Healthy Kids Survey CHKS 2023/24

Total Sample Descriptive Information		N = 525,520	
		n	%
Grade			
6		16944	3.2
7		148215	28.2
8		26364	5.0
9		144073	27.4
10		30404	5.8
11		133750	25.5
12		25211	4.8
Other/Ungraded		455	—
Declined to answer		104	—
Gender Identification			
Male		258461	49.3
Female		252013	48.1
Nonbinary		6352	1.2
Another Identification		6928	1.3
Declined to answer		1766	0.3
Transgender Identification			
No		424034	80.7
Yes		8736	1.7
Not sure		9152	1.7
Decline to respond		19040	3.6
Missing		1360	0.3
Ethnicity (could select more than 1)			
American Indian, Alaskan Native		19978	3.8
Asian or Asian American		115175	21.9
Black, African American		41662	7.9
Hispanic or Latinx		249532	47.5
Native Hawaiian, Pacific Islander		14769	2.8
White		179416	34.1
Declined to answer		1976	0.4
Student Program Eligibility			
English Learner		37439	7.1
Special Education		43672	8.3
Living circumstances			
Home with 1+ parents/guardians		485591	92.4
Another relative		7305	1.4

Home more than one family	17994	3.4
Friend's home	845	0.2
Foster, group home	1095	0.2
Hotel, motel	923	0.2
Shelter, car, temporary housing	1177	0.2
Other	9602	1.8
Declined to answer	988	0.2
Parent Education		
Did not finish high school	55432	10.5
Graduated high school	78858	15.0
Attended some college	51550	9.8
College degree (4-year)	237933	45.3
Do not know	93905	17.9
Declined to answer	7842	1.5
Home Language		
English	336458	64.1
Spanish	125745	23.9
Other Asian	29429	5.6
Others	33108	6.3

Note. This Table includes students who answered all the CSWI and SEHS-SF items and passed a response quality check. There are more students in Grades 7, 9, and 11 because, historically, the CHKS has been administered to those grades. The students' responses in Grades 6, 8, 10, and 12 are from schools that invited all students to take the survey.

Appendix 2. CARES Resources

When used in the anonymous Healthy Kids Survey, the CSWI offers a reliable mental wellness index, providing overall data that informs mental health policies and practices at the school, district, and state levels. It is essential to note that **schools often lack the resources to utilize students' CSWI responses to identify individuals** for follow-up interviews or personal evaluations for wellness-promoting services.

In collaboration with WestEd, the State Department of Education has championed the development of a robust infrastructure for managing, scoring, and sharing anonymous CSWI assessments at the school level. However, **the lack of resources poses a significant challenge for schools wishing to implement the CSWI in a non-anonymous manner**, such as through student ID entry, as part of a comprehensive, school-wide wellness screening and monitoring initiative.

We have partnered with several schools to administer the CSWI survey to all students in Grades 6-12 who have obtained consent from their parents and given assent. The survey is administered **online using Qualtrics and has been optimized to efficiently collect CSWI data** and generate real-time reports for the entire district and each school.

[UCSB School Mental Health Collaborative](#)

[CSWI-Related Resources](#)

[CARES Online Qualtrics Survey Administration and Scoring Example](#)

Appendix 3.

CARES

Administration

and Scoring

Resource


[Online Administration and Scoring Format](#)

CALIFORNIA STUDENT WELLNESS INDEX

CSWI+

CARES: Comprehensive Assessment of Resilience and Emotional Strengths

UC SANTA BARBARA


School Mental Health
COLLABORATIVE
<https://www.covitalityucsb.info/>

Important: Print Screen to PDF File to Save Response Record

Student ID: 1223345

California Student Wellness Index
10 of 10 BMSLSS + SEDS items were answered. If less than 10, interpret carefully.

CSWI Total Score (range = 0–40) = **27**
Based on the responses of 626,940 California students in Grades 6–12

- 1 = 36–40 (upper 15%)
- 2 = 28–35 (average)
- 3 = 20–27 (low average)
- 4 = 0–19 (lower 15%)

Life Satisfaction (0–25) = **18**

- 1 = 23–25 (upper 15%)
- 2 = 18–22 (average)
- 3 = 13–17 (low average)
- 4 = 0–12 (lower 15%)

Emotional Distress (0–15) = **6**

- 1 = 10–15 (upper 15%)
- 2 = 5–9 (low average)
- 3 = 1–4 (average)
- 4 = 0 (lower 15%)

Student Personal Social Emotional Strengths (SEHS)
Based on responses of 94,134 California students in Grades 6–12
12 of 12 SEHS items were answered. If less than 12, interpret carefully.

Belief in Self (0–9) = **5**
Belief in Others (0–9) = **9**
Emotional Competence (0–9) = **6**
Engaged Living (0–9) = **6**

Total Covitality (0–36) = **26**

- 1 = 29–36 (upper 15%)
- 2 = 22–28 (average)
- 3 = 15–21 (low average)
- 4 = 0–14 (lower 15%)

Global Mental Health Self-Rating = **7**
(1 = very poor.... 5 = fair.... 10 = excellent)

School Connectedness
Based on the responses of 525,520 California students in Grades 6–12
5 of 5 SEHS items were answered. If less than 5, interpret carefully.

School Connectedness Score (0–20): 14
higher scores = positive school connections

- 1 = 17–20 (upper 15%)
- 2 = 13–16 (average)
- 3 = 9–12 (low average)
- 4 = 0–8 (lower 15%)

Follow Up Counseling?
See Counselor? **Not right now**
Learn About Wellness Programs? **Yes**

My Favorites
Fun with Friends: Taco Tuesdays Club
Favorite Class: PE, Arts, Sciences
Some words that describe me are: Creative, Determined, Hopeful, Resourceful

How comfortable did you feel about responding honestly to this survey?
(1 = very uncomfortable...10 = very comfortable) = **8**

Student's Comment
Bring back Raisin Rum Ice Cream

Explore Resources to Foster Student Wellbeing
[CARES Measures' Raw Score to Standard Score Conversion Table](#)

Appendix 4. List of Acronyms

Life Satisfaction	Student Life Satisfaction Scale
CHKS	California Healthy Kids Survey
CSWI	California Student Wellness Index
MHC-SF	Mental Health Continuum-Short Form
Connectedness	School Connectedness Scale
SEDS	Social Emotional Distress Scale
SEHS-S	Social Emotional Health Survey-Secondary
SEHS-B	Social-Emotional Health Survey-Brief

Contact Information

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