

Mental Health Report—2022-2023

District: Oakland Unified

Date Prepared: 21 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Number of Responses: 39 (Grade 9)

Response Rate: 55% (Grade 9)



Mental Health Report (Grade 7)—2022-2023

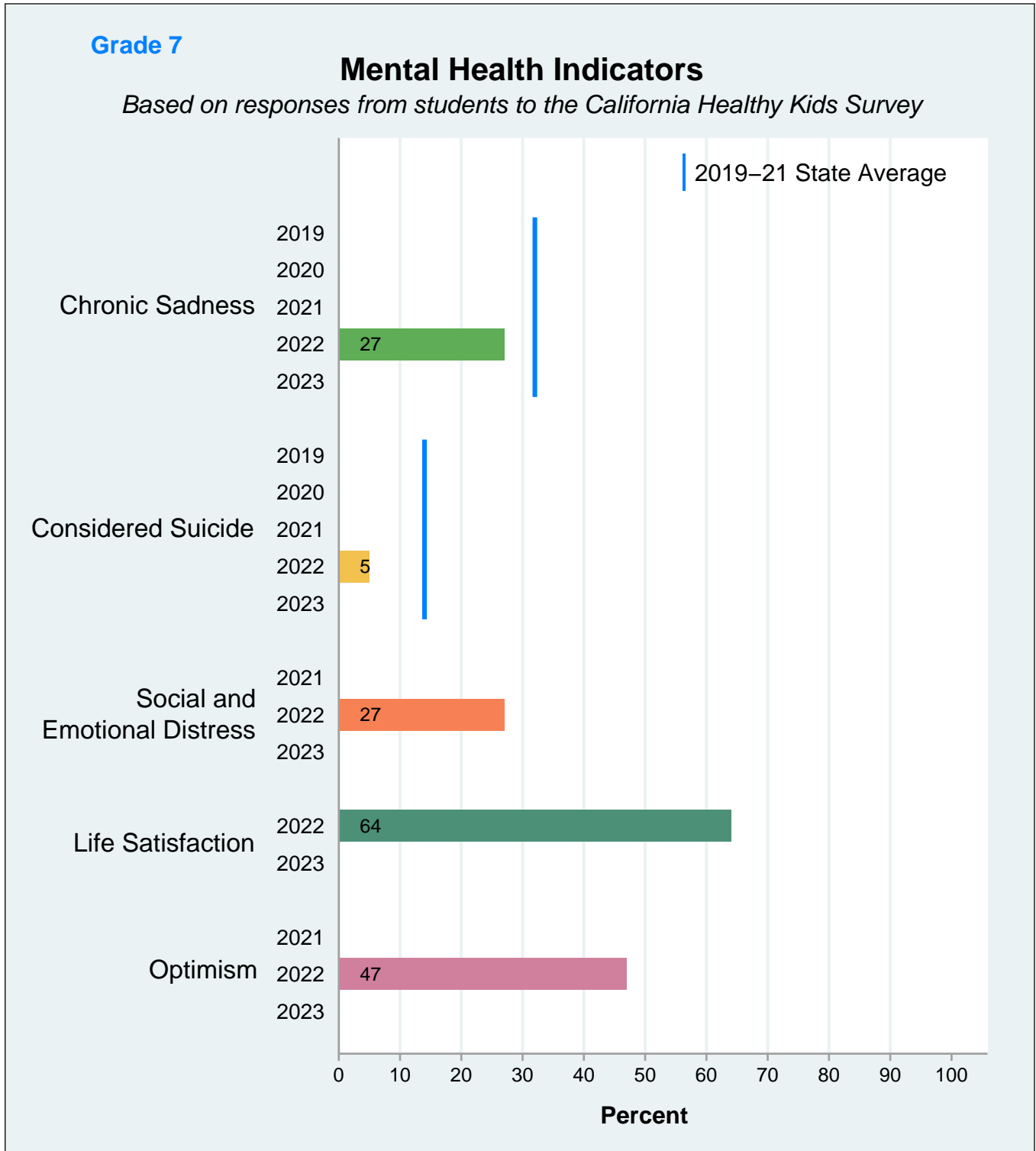
District: Oakland Unified

Date Prepared: 21 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Number of Responses: 55 (2022)

Response Rate: 93% (2022)



Mental Health Report (Grade 9)—2022-2023

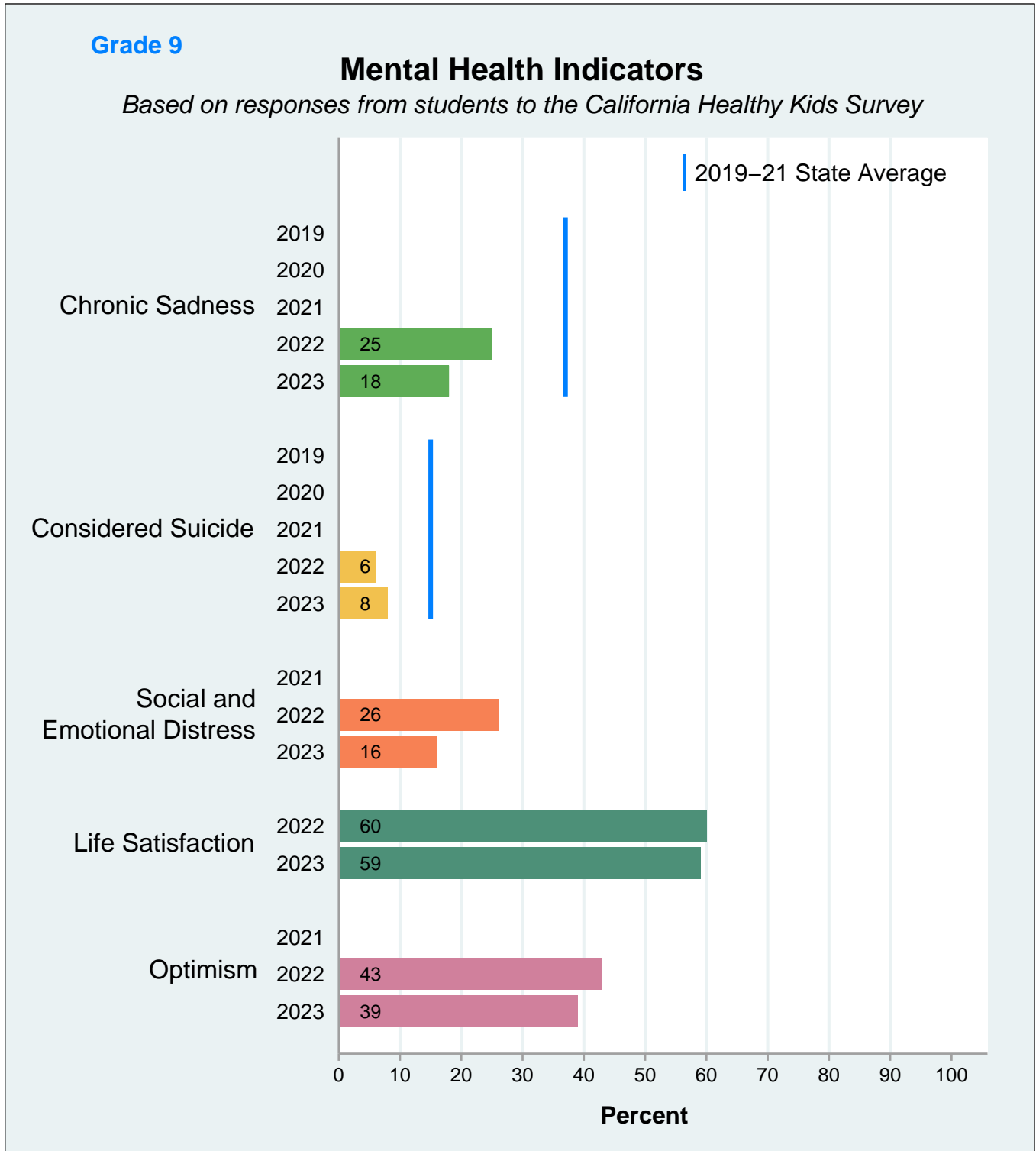
District: Oakland Unified

Date Prepared: 21 Feb 2023

School: Oakland Military Institute, College Preparatory Academy

Number of Responses: 78 (2022), 39 (2023)

Response Rate: 85% (2022), 55% (2023)



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District: Oakland Unified

Date Prepared: 21 Feb 2023

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Mental Health Indicator Trends by Grade

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)
Chronic sadness					
Grade 7	—	—	—	27	—
Grade 9	—	—	—	25	18
Considered suicide					
Grade 7	—	—	—	5	—
Grade 9	—	—	—	6	8
Social and emotional distress					
Grade 7	~	~	—	27	—
Grade 9	~	~	—	26	16
Life satisfaction					
Grade 7	~	~	~	64	—
Grade 9	~	~	~	60	59
Optimism					
Grade 7	~	~	—	47	—
Grade 9	~	~	—	43	39

Notes: A tilde (~) is shown if data were not collected.

An em dash (—) is displayed if there are no data or insufficient responses.

How are the Mental Health Indicators Calculated?

“Chronic Sadness” is measured by the percentage of students who report feeling so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities during the past 12 months. “Considered Suicide” – a measure of suicide ideation – is assessed by the percentage of students who report that they seriously considered attempting suicide in the past year.

The other three indicators, “Social and Emotional Distress,” “Life Satisfaction,” and “Optimism,” are based on multiple items. The scores are calculated by averaging the percentage of students who report the top-two response categories on the survey items that comprise each scale. “Social and Emotional Distress” and “Optimism” are computed by averaging the percentage of respondents who report “Pretty much true” or “Very much true” on the survey items that comprise the scale. “Life Satisfaction” is calculated by averaging the percentage of respondents who report “Satisfied” or “Very satisfied” on the survey items that comprise the scale. Students’ satisfaction with their life experiences is a widely used wellness indicator. High life satisfaction is related to other positive resilience experiences (e.g., high level of school belonging) and fewer mental health challenges.

A value of 60 on the “Life Satisfaction” indicator, for example, means that on average, students report “Satisfied” or “Very satisfied” on three of the five “Life Satisfaction” survey items.

All of the survey items that comprise the scales/measures are listed below.

(1) Chronic Sadness (1 item)

- o During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?

(2) Considered suicide (1 item)

- o During the past 12 months, did you ever seriously consider attempting suicide?

(3) Social and Emotional Distress¹ (5 items)

Over the past 30 days, how true do you feel these statements are about you?

- o I had a hard time relaxing.
- o I felt sad and down.
- o I was easily irritated.
- o It was hard for me to cope and I thought I would panic.
- o It was hard for me to get excited about anything.

(4) Life Satisfaction² (5 items)

I would describe my satisfaction with...

- o my family life as...
- o my friendships as...
- o my school experience as...
- o myself as...
- o where I live as...

1 Dowdy, E., Furlong, M. J., Nylund-Gibson, K., Moore, S., & Moffa, K. (2018). Initial validation of the Social Emotional Distress Scale to support complete mental health screening. *Assessment for Effective Intervention, 43*, 241–248. <https://doi.org/10.1177/1534508417749871>

2 Huebner, E. S., Suldo, S. M., Valois, R. F., & Drane, J. W. (2006). The brief multidimensional students’ life satisfaction scale: Sex, race, and grade effects for applications with middle school students. *Applied Research in Quality of Life, 1*, 211. <https://link.springer.com/article/10.1007/s11482-006-9016-9>

(5) Optimism³ (3 items)

- o Each day I look forward to having a lot of fun.
- o I usually expect to have a good day.
- o Overall, I expect more good things to happen to me than bad things.

Results are based on responses from students in grades 7, 9, or 11, or respondents attending non-traditional (Non-Trad.) schools on the California Healthy Kids Survey. Non-traditional schools include Adult Education Centers, Continuation High Schools, County Community, District Community Day Schools, Juvenile Court Schools, Opportunity Schools, and Special Education Schools.

Results are not included if less than 50% of students or less than 15 respondents per grade provided data at the school or district.

Further information about the methodology used to construct the mental health indicators can be obtained by contacting Cindy Zheng at czheng@wested.org.

State Averages

State averages are based on responses from students in grades 7, 9, or 11, or respondents attending continuation high schools who provided data on the Biennial State California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

The state average for “Social and Emotional Distress,” “Life Satisfaction,” and “Optimism” are not available for the 2019-2021 period because the survey questions were not asked in one or both of the academic years.

2019-21 State Averages of Mental Health Indicators

Indicator	Grade 7 (%)	Grade 9 (%)	Grade 11 (%)	Non-Trad. (%)
Chronic sadness	32	37	42	38
Considered suicide	14	15	16	14
Social and emotional distress	~	~	~	~
Life satisfaction	~	~	~	~
Optimism	~	~	~	~

Note: A tilde (~) is shown if data were not collected.

³ Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O’Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research, 117*, 1011–1032. <https://link.springer.com/article/10.1007/s11205-013-0373-0>