



## Crosswalk of CalSCHLS Survey Items, 2017-18

This table is designed to facilitate comparison of the results from identical, similar, and related questions across the suite of student, staff, and parent surveys in the California School Climate, Health, and Learning Survey (CalSCHLS) System for the year 2017-18. It provides reference to report table numbers where results can be found and to the instrument item number, organized under the following main topics:

- Student Learning Environment
- Learning Engagement
- Learning Readiness / Student Well-being
- Developmental Supports and Opportunities at School
- Youth Development and Social-Emotional Learning
- Respect, Diversity, Cultural Sensitivity, and Equity
- Safety, Violence, Harassment, and Substance Use
- Discipline
- Physical Conditions of School
- Parental Involvement

For the California Healthy Kids Survey, only items from the Core high school module and the school climate module are included in the table. Questions on the staff and parent surveys are the same for all grade levels. Regarding item numbers, surveys are identified before the number using the following method: “C” for CHKS Core module, “SC” for the CHKS School Climate supplemental module, “S” for the staff survey, and “P” for the parent survey.



Report Table Numbers			Survey Item Number	Item Content Area and Wording
Student CHKS	Staff CSSS	Parent CSPS		
<b>Student Learning Environment</b>				
<b>Academic Rigor</b>				
N2.1			sc2-4	<i>Teachers Supports for Learning and Academic Rigor Scale: Adults/teachers work hard to help with schoolwork, show classroom lessons are helpful, encourage me to work hard so I can be successful.</i>
N2.1	A4.4 A7.9 A4.5	A5.5 A5.1 A5.3	s7 s20, p12 sc50, s8, p9 p30	<i>Sets high standards for academic performance for all students. Encourages students to enroll in rigorous courses. &lt;Note: parent version reads "challenging courses."&gt; Promotes academic success for all students. School provides high quality instruction to my child.</i>
<b>Relevance</b>				
N2.1	A4.7 A7.6	A8.4 A8.3	sc4 s11 s21 p21 p19	<i>Teachers show how classroom lessons are helpful to students in real life. Emphasizes teaching lessons in ways relevant to students. Emphasizes instructional materials that reflect culture or ethnicity of students. Instructional materials reflect my child's culture, ethnicity, and identity. Communicates the importance of respecting all cultural beliefs and practices.</i>
<b>College and Career Supports</b>				
N8.1 N8.1 N8.1		A4.4 A5.13	sc53 sc54 sc55 p64 s52	<i>School helped to put college and career goals into a plan. School helped me learn about colleges, applications, and financial aid. School helped me think about and explore future career options. School provided information on how to help plan for college/vocational school. School provides career pathways, internships, other first-hand career experiences.</i>
<b>Supportive Learning Environment</b>				
N2.1			sc7-9	<i>Teacher Support Scale: Teachers go out of their way to help, help when students return from absence, give useful feedback.</i>
N2.1	A4.3	A5.2	sc6, s6, p16	<i>This school is a supportive and inviting place for students to learn.</i>
N2.1 N2.1 N2.1	A6.2 A4.6	A6.1	sc2 sc3 sc7, s75, p32 s9	<i>Adults encourage me to work hard so I can be successful in college or job I choose. My teachers work hard to help me with my schoolwork when I need it. Teachers go out of their way to help students. This school emphasizes helping students academically when they need it.</i>
<b>Learning Engagement</b>				
<b>School Connectedness</b>				
A4.10			c22-26	<i>School Connectedness Scale: I feel close to people in this school, happy, part of, students treated fairly, safe.</i>
<b>Student Motivation</b>				
A4.11			c31-34	<i>Inventory of Student Motivation: I try hard to make sure that I am good at my school work/because I am interested in my work/to understand new things/I am always trying to do better in my schoolwork.</i>
N2.2			sc46-49	<i>Student Engagement Scale: Students pay attention/try their best/usually follow rules/turn in homework.</i>
N2.1	A8.2 A8.3	A5.4	sc1, s64 s44, p31	<i>Students at this school are motivated to learn. School motivates students to learn.</i>
<b>Attendance and Truancy</b>				
A4.4 A4.2			c20 c21	<i>Past thirty days, did you miss school for any of these reasons? During past 12 months, about how many times did you skip school or cut classes?</i>

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Student CHKS	Staff CSSS	Parent CSPS		
	A8.4		s98	<i>How much of a problem at this school is cutting classes or being truant?</i>
<b>Learning Readiness / Student Well-being</b>				
<b>Student Behavior</b>				
	A6.4		s78	<i>Students in this school are well behaved.</i>
	A8.5		s94	<i>How much of a problem is disruptive student behavior?</i>
<b>Physical Health</b>				
A8.3			c126	<i>Did you eat breakfast today?</i>
	A9.4		s62	<i>Students at this school are healthy and physically fit.</i>
	A9.3		s63	<i>Arrive at school alert and rested.</i>
	B5.1	A12.1	s125, p18	<i>Provides students with healthy food choices.</i>
	B5.1		s132	<i>School provides opportunities for physical education and activity.</i>
	B5.1		s124	<i>School provides adequate health services for students.</i>
<b>Mental Health</b>				
A8.4			c124	<i>Feel so sad and hopeless ... stopped doing some usual activities.</i>
A8.5			c125	<i>Seriously consider attempting suicide?</i>
	A9.5		s96	<i>How much problem is student depression or other mental health problems?</i>
<b>Counseling Supports</b>				
	A10.4		s10	<i>This school provides adequate counseling and support services for students.</i>
<b>Developmental Supports and Opportunities at School</b>				
<b>Caring Adult Relationships</b>				
A4.7			c35, c37, c39	<b><i>Caring Adult Relationships Scale:</i></b> <i>At my school, there is a teacher or some other adult who...really cares about me; notices if I am not there; listens when I have something to say.</i>
A4.7	A5.3	A6.2	c35	<i>At my school there is a teacher of some other adult who really cares about me.</i>
			s33	<i>In this school, adults really care about every student.</i>
			p33	<i>This school has adults that really care about students.</i>
A4.7	A5.4		c37	<i>At my school, there is a teacher or some other adult who notices if I am not there.</i>
			s34	<i>In this school, adults acknowledge and pay attention to students.</i>
A4.7			c39	<i>There is a teacher or some other adult who listens when I have something to say.</i>
	A5.5		s36	<i>In this school, adults listen to what students have to say.</i>
<b>High Expectations</b>				
A4.8			c36, c38, c40	<b><i>High Expectations Scale:</i></b> <i>At my school, there is a teacher or some other adult who... always wants me to do my best; believes that I will be a success; tells me when I do a good job.</i>
A4.8			c38	<i>There is a teacher or some other adult who always wants me to do my best.</i>
	A5.6		s35	<i>In this school, adults want all students to do their best.</i>
A4.8			c40	<i>There is a teacher or some other adult who believes that I will be a success.</i>
	A5.7		s37	<i>In this school, adults believe that every student can be a success.</i>
A4.8			c36	<i>At my school, a teacher or some other adult tells me when I do a good job.</i>
	A5.8	A6.3	s24, p34	<i>School has high expectations for all students.</i>
<b>Opportunities for Meaningful Participation</b>				
A4.9			c41-45	<b><i>Meaningful Participation Scale:</i></b> <i>At school... I do interesting activities; I help decide things like class activities or rules; I do things that make a difference; I have a say in how things work; I help decide school activities or rules.</i>
A4.9			c42	<i>I help decide things like class activities or rules.</i>
A4.9			c44	<i>I have a say in how things work.</i>

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A4.9	A5.9		c45 s16	<i>I help decide school activities or rules. Encourages opportunities for students to decide things like class activities or rules.</i>
A4.9	A5.12	A7.1	c43 s19, p13	<i>I do things that make a difference at school. Gives opportunities to make a difference by helping people, school, or community.</i>
A4.9			c41	<i>I do interesting activities.</i>
N2.1	A5.10		sc5 s17	<i>Gives students a chance to take part in classroom discussions or activities. Gives students equal opportunity to participate in classroom discussions or activities.</i>
		A7.2	p20	<i>Gives my child opportunities to participate in classroom activities.</i>
		A7.3	p23	<i>Provides quality activities that meet my child's interests and talents.</i>
		A6.5	p24	<i>Has quality programs for my child's talents, gifts or special needs.</i>
<b>Youth Development and Social-Emotional Learning</b>				
N6.1	A6.7-8		sc25-30 s69-74	<b><i>Social-emotional Supports Scale:</i></b> <i>School encourages responsibility, understanding how people think &amp; feel, students resolve conflicts, care about how others feel, given students rewards for being good, teach behavioral control.</i>
	A11.11	A6.6	p15 s111	<i>Provides quality counseling...to help students with social or emotional needs. Staff need more professional development...meeting the social, emotional, and developmental needs of youth (e.g. resilience promotion)?</i>
	B6.1		s130	<i>Fosters youth development, resilience, or asset promotion.</i>
	B6.1		s136	<i>Provides character education.</i>
N6.1 N3.1	B3.3 A6.8	A8.6	s135 sc29, s73, p36 sc51	<i>Provide conflict resolution or behavior management instruction. Helps students resolve conflicts with one another. School listens to all sides when helping to resolve conflicts.</i>
N6.1	A6.7		sc25, s69	<i>Encourages students to feel responsible for how they act.</i>
N6.1	A6.7		sc26, s70	<i>Students are often given rewards for being good.</i>
N6.1 N6.1	A6.8 A6.7	A8.2	sc30, s74, p35 sc27, s71	<i>Encourages students to care about how others feel. Encourages students to understand how others think and feel.</i>
N6.1	A6.7		sc28, s72	<i>Students are taught that they can control their own behavior.</i>
<b>Respect, Diversity, Cultural Sensitivity, and Equity</b>				
N3.2 N3.2	A6.10		sc37-40 s58-61 sc36	<b><i>Respect for Diversity Scale.</i></b> <i>Lot of tension between different people; students/adults respect differences; teachers promote getting along. Been disrespected by adult for race/ethnicity.</i>
<b>Respect for Teachers</b>				
N3.1	A8.6	A9.3	sc11 s97, p48	<i>Students treat teachers with respect. How much of a problem is lack of respect of staff by students? &lt;Note: parent version reads "students not respecting staff."&gt;</i>
<b>Tolerance Among Students</b>				
N3.2 N3.2 N3.2	A6.10 A6.10 A6.10		sc38, s59 sc39, s60 sc40, s61	<i>Students respect each other's difference. Adults in school respect differences in students. Teachers show important for students of different races...to get along.</i>
	A7.2 A7.5		s25 s26	<i>Fosters an appreciation of student diversity and respect for each other. Emphasizes the importance of respecting cultural beliefs and practices.</i>
N3.2	A6.10		sc37, s58	<i>Lot of tension in this school between people of different cultures, races, or ethnicities.</i>
N3.2			sc36	<i>I have been disrespected by an adult because of my race, ethnicity, or culture.</i>

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Student CHKS	Staff CSSS	Parent CPCS		
	A7.3	A8.5	s95, p47	<i>How much of a problem at this school is racial/ethnic conflict among students?</i>
N5.1	A6.6		sc21-24, s65, 66-68	<b>Positive Peer Relationship Scale:</b> <i>Students enjoy doing things/spending time together, care about each other, treat each other with respect, get along well.</i>
				<b>Equity: Adults Treating Students Fairly and Respectfully</b>
N3.1			sc10-13	<b>Respectful &amp; Fair Environment Scale:</b> <i>Adults at this school treat all students with respect; Students treat teachers with respect; The school rules are fair; All students are treated fairly when they break school rules.</i>
A4.10	A7.4		c25 s38	<i>Teachers at this school treat students fairly. In this school, adults treat all students fairly.</i>
N3.1	A6.3	A8.1	sc10, s76 p10	<i>Adults at this school treat every student with respect. This school treats all students with respect.</i>
N3.1 N3.1	A6.3		sc12, s77 sc13	<i>School rules are fair. All students are treated fairly when they break school rules.</i>
	A7.8 A5.8		s23 s24	<i>School considers closing racial/ethnic achievement gap a high priority. School has high expectations for all students regardless of race, ethnicity, or nationality.</i>
				<b>Staff Relationships</b>
	A4.10 A4.13 A4.14 A4.12 A4.11 A4.8		s12 s13 s39 s40 s41 s42	<i>School is a supportive and inviting place for staff to work. School promotes trust and collegiality among staff. Staff have close professional relationships. Staff support and treat each other with respect. Staff feel a responsibility to improve the school. Staff work hard to ensure a safe and supportive learning environment.</i>
				<b>Cultural Sensitivity</b>
	A7.6  A7.7 A7.10	A8.4	s21 p21  s22 s45	<i>Uses instructional materials that reflect the culture or ethnicity of its students. Provides instructional materials that reflect my child's culture, ethnicity and identity.  Staff examines own cultural biases through PD or other processes. School provides supports for teaching culturally and linguistically diverse students.</i>
				<b>Safety, Violence, Harassment, and Substance Use</b>
				<b>Perceived School Safety</b>
A4.10 A5.1	A4.22  A4.23 B3.2	A6.4	c26 c99 s29 p25 s30 s116	<i>I feel safe in my school. How safe do you feel when you are at school? The school is a safe place for students. This school is a safe place for my child. The school is a safe place for staff. School has sufficient resources to create a safe campus.</i>
				<b>Bullying &amp; Harassment, and Physical Fighting at School</b>
A5.2	A9.6 B3.3	A9.2	c115-120 s92, p45 s137	<i>Times harassed or bullied for any of the following reasons? (six reasons) How much of a problem at this school is harassment or bullying among students? School provides harassment or bullying prevention.</i>
A5.3			c103-105, 114	<i>Times had mean rumors/lies spread about you; ...jokes, comments; made fun of for looks; made fun of, insulted.</i>
A5.4	A.9.7	A9.2	c102 s93, p46	<i>Times on school property been in a physical fight. How much of a problem physical fighting between students?</i>

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Student CHKS	Staff CSSS	Parent CSPS		
	A8.5		s94	<i>How much of a problem disruptive student behavior?</i>
A5.4			c100	<i>Times been pushed, shoved, hit, etc.?</i>
A5.4			c101	<i>Times been afraid of being beaten up?</i>
A5.4			c113	<i>Times been threatened with harm or injury?</i>
N7.1	A6.9		sc31-35, s53-57	<b>Bullying Prevention Scale:</b> <i>Teachers make clear bullying not tolerated, would help if knew about bullying; students inform about seeing it, would try to stop it, would report if personally bullied.</i>
<b>School Crime and Violence</b>				
A5.5	A9.8	A9.4	c108 s101, p51	<i>Times on school property have you damaged school property on purpose? How much of a problem at this school is vandalism (including graffiti)?</i>
A5.5	A9.9		c106 s102	<i>Times on school property you had property stolen or deliberately damaged? How much of a problem at this school is theft?</i>
A5.6	A9.11	A9.4	c109-110 s100, p50	<i>Times on school property you carried a gun? ...any other weapon? How much of a problem at this school is weapons possession?</i>
A5.6			c112	<i>Times on school property seen someone carrying a gun, knife, or other weapon?</i>
A5.4			c111	<i>Times on school property threatened or injured with a weapon (gun, knife, club, etc.)?</i>
A5.4			c107	<i>Times on school property have you been offered, sold, or given an illegal drug?</i>
<b>Cyberbullying (General)</b>				
A8.1			c122	<i>Times students spread mean rumors or lies, hurtful pictures about you online, social media, cell phones?</i>
<b>Gang Membership</b>				
A8.6	A9.10	A9.4	c123 s99, p49	<i>Do you consider yourself a member of a gang? How much of a problem at this school is gang-related activity?</i>
<b>Substance Use in School</b>				
A6.9	A9.12	A9.1	c63 s90, p44	<i>Times have you been drunk on alcohol or high on drugs on school property? How much of a problem at this school is student alcohol and drug use?</i>
A6.8			c80-82	<i>How many days (past 30) on school property did you have at least one drink of alcohol? ...smoke marijuana? ...use other drug to get high?</i>
A7.4	A9.13	A9.1	c77	<i>How many days on school property did you smoke cigarettes?</i>
A7.4			c79	<i>How many days on school property did you use electronic cigarettes?</i>
		A9.1	s91, p42	<i>How much of a problem at this school is tobacco use?</i>
		A9.1	p43	<i>How much of a problem at this school is student use of electronic cigarettes?</i>
<b>Discipline</b>				
<b>Clear Communication of Expectations</b>				
N4.1	A6.5 A10.2		sc14, 19-20 s83-84, 86	<b>Clarity of Rules Scale:</b> <i>Rules in school made clear to students; school clearly informs students what would happen if they break school rules; school makes it clear how students are expected to act.</i>
N4.1	A10.2 A10.2		sc14, s84 s27	<i>School clearly informs students what would happen if they break school rules. School clearly communicates to students the consequences of breaking school rules.</i>
N4.1		A10.1	p11	<i>Clearly tells students in advance what will happen if they break school rules.</i>
N4.1	A6.5		sc19, s83	<i>Rules made clear.</i>
N4.1	A6.5		sc20, s86	<i>School makes it clear how students expected to act.</i>
	A6.5		s85	<i>Students know what the rules are.</i>
<b>Implementation</b>				

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Student CHKS	Staff CSSS	Parent CPCS		
N4.2	A6.4		sc15-18 s79-82	<b>Disciplinary Harshness Scale:</b> Rules too strict, easy for students to get kicked out, students get in trouble for breaking small rules, teachers are very strict.
N3.1	A10.3	A10.2	sc13 s28 p22	All students are treated fairly when they break school rules. School handles discipline problems fairly. School enforces school rules equally for my child and all students.
	B3.1		s118	Considers sanctions for student violations on case-by-case basis.
	B3.1		s115	Collaborates well with law enforcement organizations.
	B3.1		s119	Punishes first-time AOD violations by at least an out-of-school suspension.
	B3.1		s120	School enforces zero tolerance policies.
	A11.4		s105	Need more PD on positive behavioral support and classroom management?
<b>Physical Conditions of School</b>				
N9.1 N9.1 A4.13  N10.2 N2.1 N10.1 N10.1	A4.24	A11.1	sc41 sc45 c27 s32, p29 sc52 sc42 sc43 sc44	The schoolyard and buildings are clean and in good condition. School grounds are kept clean. My school is usually clean and tidy. This school has clean and well maintained facilities and property. School has clean and drinkable water. Classroom is so crowded it is hard to concentrate and learn. Eat lunch at right time of day. Plenty of time to eat lunch.
<b>Parental Involvement</b>				
<b>Focus on Parent Involvement</b>				
A4.12 A4.12	A4.28 A4.29 A4.25 A4.26	A4.1 A4.1 A4.1 A4.1 A4.1 A4.1 A4.1	c29, s88, p38 c30, s89, p40 s31 s46, p27 p17 p28 p39 p40	Parents feel welcome to participate at this school. School staff take parent concerns seriously. This school is welcoming to and facilitates parent involvement. This school encourages parents to be active partners in educating their child. This school allows input and welcomes parents' contributions. This school actively seeks the input of parents before making important decisions. Staff treat parents with respect. Staff are helpful.
<b>Scope and Nature of Involvement</b>				
		A4.2	p52-59	<b>Parent Activity Scale:</b> Attended school/class event, served as volunteer, attended general school meeting, attended parent-teacher organization meeting, went to parent-teacher conference, participated in fundraising, served on committee, met with guidance counselor.
<b>Communication with Parents</b>				
		A4.4	p60-64	<b>Communication to Parents Scale:</b> School let parent know how child doing in school; provides information about how to help with homework, about child placement, on parents expected role, on how to help plan for college/vocational school.
A4.12	A4.27	A4.3 A4.3 A4.3	c28, s87, p37  p14 p26	Teachers communicate with parents about what students expected to learn in class. This school keeps me well-informed about school activities. This school promptly responds to my phone calls, messages, or emails.

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