



Crosswalk of CalSCHLS Survey Items, 2020-21

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 2019-20. 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		
Student Learning Environment				
Academic Rigor				
N3.1			sc3-5	<i>Teachers Supports for Learning and Academic Rigor Scale: Adults encourage me to work hard so I can be successful; teachers work hard to help with schoolwork; teachers show classroom lessons are helpful.</i>
N3.3	A5.2	A7.1	sc63, s10, p9	<i>Promotes academic success for all students.</i>
		A7.1	p24	<i>Provides high quality instruction to my child.</i>
Relevance				
N3.1			sc6	<i>Teachers show how classroom lessons are helpful to students in real life.</i>
	A5.2		s13	<i>Emphasizes teaching lessons in ways relevant to students.</i>
	A7.6		s20	<i>Emphasizes instructional materials that reflect culture or ethnicity of students.</i>
		A7.1	p16	<i>Instructional materials reflect my child's culture, ethnicity, and identity.</i>
		A7.1	p15	<i>Communicates the importance of respecting all cultural beliefs and practices.</i>
Supportive Learning Environment				
N3.1			sc9-10, sc12	<i>Teacher Support Scale: Teachers... go out of their way to help... help when students return from absence... give useful feedback.</i>
N3.1	A5.2	A7.1	sc8, s9, p14	<i>School is a supportive and inviting place for students to learn.</i>
N3.1			sc3-4	<i>Adults encourage me to work hard so I can be successful in college or job I choose.</i>
N3.1			sc5	<i>My teachers work hard to help me with my schoolwork when I need it.</i>
N3.1		A7.1	sc9 p26	<i>Teachers go out of their way to help students.</i>
	A5.2		s11	<i>School emphasizes helping students academically when they need it.</i>
Learning Engagement				
School Connectedness				
A6.11			c40-44	<i>School Connectedness Scale: I feel close to people in this school; I am happy to be at this school; I feel like I am part of this school; teachers treat students fairly; I feel safe at this school.</i>
Student Motivation				
A6.12			c51-54	<i>Inventory of Student Motivation Scale: I try hard... to make sure that I am good at my schoolwork... because I am interested in my work... to understand new things. I am always trying to do better in my schoolwork.</i>
N3.2			sc57-62	<i>Student Engagement Scale: Students... pay attention... try their best... usually follow rules... turn in homework.</i>
N3.2	A7.3		sc2, s59	<i>Students at this school are motivated to learn.</i>
	A5.2	A7.1	s44, p25	<i>School motivates students to learn.</i>
Attendance and Truancy				
A6.6			c37-39	<i>Past thirty days, did you miss school for any of these reasons?</i>
A6.4			c23, c27	<i>During past 12 months, about how many times did you skip school or cut classes?</i>
	A7.13		s92	<i>How much of a problem at this school is cutting classes or being truant?</i>
Learning Readiness / Student Well-being				
Student Behavior				
	A7.3		s73	<i>Students in this school are well-behaved.</i>
	A5.3		s88	<i>How much of a problem is disruptive student behavior?</i>

Survey Item Number Key: C = CHKS Core. SC = CHKS School Climate Module. S=Staff Survey. P=Parent Survey



Report Table Numbers			Survey Item Number	Item Content Area and Wording
Student CHKS	Staff CSSS	Parent CSPS		
				Physical Health
A11.1			c21	<i>Did you eat breakfast today?</i>
	A7.3		s56	<i>Students at this school are healthy and physically fit.</i>
	A7.3		s57-58	<i>Students arrive at school alert and rested.</i>
	B5.1		s130	<i>School provides opportunities for physical education and activity.</i>
	B5.1		s125	<i>School provides adequate health services for students.</i>
				Mental Health
A7.1			c153	<i>Feel so sad and hopeless ... stopped doing some usual activities.</i>
A7.2			c154	<i>Seriously consider attempting suicide.</i>
	A8.2		s90	<i>How much of a problem is student depression or other mental health problems?</i>
				Counseling Supports
	A9.2	A7.1	s12, p13	<i>School provides adequate counseling and support services for students.</i>
				Developmental Supports and Opportunities at School
				Caring Adult Relationships
A6.8			c55, c58, c61	<i>Caring Adult Relationships Scale:</i> <i>There is a teacher or some other adult from my school who...really cares about me... notices when I'm not there... listens when I have something to say.</i>
A6.8			c55	<i>There is a teacher or some other adult from my school who really cares about me.</i>
	A6.2		s33	<i>Adults really care about every student.</i>
		A6.2	p32	<i>School has adults who really care about students.</i>
A6.8			c58	<i>There is a teacher or some other adult who notices when I'm not there.</i>
	A6.2		s34	<i>Adults acknowledge and pay attention to students.</i>
A6.8			c61	<i>There is a teacher or some other adult who listens when I have something to say.</i>
	A6.2		s36	<i>Adults listen to what students have to say.</i>
				High Expectations
A6.9			c56, c59, c62	<i>High Expectations Scale:</i> <i>There is a teacher or some other adult from my school who... tells me when I do a good job... always wants me to do my best... believes that I will be a success.</i>
A6.9			c59	<i>There is a teacher or some other adult who always wants me to do my best.</i>
	A6.3		s35	<i>Adults want every student to do their best.</i>
A6.9			c62	<i>There is a teacher or some other adult who believes that I will be a success.</i>
	A6.3		s37	<i>Adults believe that every student can be a success.</i>
A6.9			c56	<i>A teacher or some other adult tells me when I do a good job.</i>
	A7.6	A7.1	s23, p28	<i>School has high expectations for all students.</i>
				Opportunities for Meaningful Participation
A6.10			c63-67	<i>Meaningful Participation Scale:</i> <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>
A6.10			c64	<i>I help decide things like class activities or rules.</i>
A6.10			c66	<i>I have a say in how things work.</i>
A6.10			c67	<i>I help decide school activities or rules.</i>
	A6.4		s16	<i>School encourages opportunities for students to decide things like class activities or rules.</i>
A6.10			c65	<i>I do things that make a difference at school.</i>
	A6.4	A7.1	s19, p11	<i>School gives opportunities to "make a difference" by helping people, school, or community.</i>

Survey Item Number Key: C = CHKS Core. SC = CHKS School Climate Module. S=Staff Survey. P=Parent Survey



Report Table Numbers			Survey Item Number	Item Content Area and Wording
Student CHKS	Staff CSSS	Parent CPCS		
A6.10			c63	<i>I do interesting activities at school.</i>
N3.1			sc7	<i>School gives students a chance to take part in classroom discussions or activities.</i>
	A6.4		s17	<i>School gives students equal opportunity to participate in classroom discussions or activities.</i>
		A7.1	p18	<i>School has quality programs for my child's talents, gifts, or special needs.</i>
Youth Development and Social-Emotional Learning				
N7.1	A7.2		sc30-34, s65, s68-71	Social-emotional Supports Scale: <i>School encourages responsibility; understanding how people think & feel; students resolve conflicts; care about how others feel; teach behavioral control.</i>
		A7.1	p9	<i>School provides quality counseling...to help students with social or emotional needs.</i>
	A10.1		s100	<i>Staff need more professional development...meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion).</i>
	B6.1		s129	<i>Fosters youth development, resilience, social-emotional learning, or asset promotion.</i>
	B3.3		s133	<i>Provides conflict resolution or behavior management instruction.</i>
N7.1	A7.2		sc33, s70	<i>Helps students resolve conflicts with one another.</i>
N4.4			sc64	<i>School listens to all sides when helping to resolve conflicts.</i>
N7.1	A7.2		sc30, s65	<i>Encourages students to feel responsible for how they act.</i>
N7.1	A7.2	A7.1	sc34, s71, p29	<i>Encourages students to care about how others feel.</i>
N7.1	A7.2		sc31, s68	<i>Encourages students to understand how others think and feel.</i>
N7.1	A7.2		sc33, s69	<i>Students are taught that they can control their own behavior.</i>
Respect, Diversity, Cultural Sensitivity, and Equity				
N4.2, N4.3	A6.9, A7.5		sc45-51 s53-55	Respect for Diversity Scale. <i>Lot of tension between different people; students/adults respect differences; teachers promote getting along.</i>
N4.2			sc43-44	<i>Been disrespected by adult for race/ethnicity/culture.</i>
Respect for Teachers				
N4.1			sc15	<i>Students treat teachers with respect.</i>
	A5.7	A8.2	s91, p41	<i>How much of a problem is lack of respect of staff by students? <Note: parent version reads "students not respecting staff."></i>
Tolerance Among Students				
N6.1	A7.10		sc28, s63	<i>Students respect each other's difference.</i>
N4.3	A7.5		sc48, s54	<i>Adults in school respect differences in students.</i>
N4.3	A7.5		sc50-51, s55	<i>Teachers show the importance of students of different races...to get along.</i>
	A7.6		s24	<i>Fosters an appreciation of student diversity and respect for each other.</i>
N4.2			sc45	<i>Lot of tension in school between people of different cultures, races, or ethnicities.</i>
N4.2			sc43	<i>I have been disrespected by an adult because of my race, ethnicity, or culture.</i>
	A7.9	A8.2	s89, p40	<i>How much of a problem at this school is racial/ethnic conflict among students?</i>



Report Table Numbers			Survey Item Number	Item Content Area and Wording
Student CHKS	Staff CSSS	Parent CSPS		
N6.1	A7.10		sc26-29, s60, s62-64	Positive Peer Relationship Scale: Students enjoy doing things/spending time together; care about each other; treat each other with respect; get along well.
Equity: Adults Treating Students Fairly and Respectfully				
N4.1			sc13-17	Respectful & Fair Environment Scale: 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.
A6.11			c43	Teachers at this school treat students fairly.
	A7.7		s38	Adults who work at this school treat all students fairly.
N4.1			sc13-14	Adults at this school treat all students with respect.
		A7.1	p10	School treats all students with respect.
N4.1	A7.4		sc16, s72	School rules are fair.
N4.1			sc17	All students are treated fairly when they break school rules.
	A7.6		s22	School considers closing the racial/ethnic achievement gap a high priority.
	A7.6		s23	School has high expectations for all students regardless of race, ethnicity, or nationality.
Staff Relationships				
	A5.4		s14	School is a supportive and inviting place for staff to work.
	A5.4		s15	School promotes trust and collegiality among staff.
	A5.5		s40	Staff have close professional relationships with one another.
	A5.5		s41	Staff support and treat each other with respect.
	A5.5		s42	Staff feel a responsibility to improve the school.
Cultural Sensitivity				
	A6.6		s21	School uses instructional materials that reflect the culture/ethnicity of students.
		A7.4	p20	Provides instructional materials that reflect child's culture, ethnicity, and identity.
	A6.6		s22	Staff examines own cultural biases through PD or other processes.
	A6.8		s44	School provides the supports needed for teaching culturally and linguistically diverse students.
Safety, Violence, Harassment, and Substance Use				
Perceived School Safety				
A6.11			c44	I feel safe in my school.
A8.1			c128	How safe do you feel when you are at school?
	A5.2		s26	School is a safe place for students.
		A7.1	p19	School is a safe place for my child.
	A5.4		s27	School is a safe place for staff.
	B3.2		s117	School has sufficient resources to create a safe campus.
Bullying & Harassment, and Physical Fighting at School				
A8.2			c144-148	Times harassed or bullied for race/ethnicity; religion; gender; gay, lesbian, bisexual or someone thought you were; physical/mental disability.
	A8.3	A8.2	s86, p38	How much of a problem at this school is harassment or bullying among students?
	B3.3		s134	School provides harassment or bullying prevention.
A8.3			c132-134, c143	Had mean rumors/lies spread about you; sexual jokes, comments, gestures made to you; made fun of for looks, way you talk; made fun of, insulted, or called names.
A8.4			c131	Times on school property been in a physical fight.
	A8.4	A8.2	s87, p39	How much of a problem is physical fighting between students?
	A5.3		s88	How much of a problem is disruptive student behavior?

Survey Item Number Key: C = CHKS Core. SC = CHKS School Climate Module. S=Staff Survey. P=Parent Survey



Report Table Numbers			Survey Item Number	Item Content Area and Wording
Student CHKS	Staff CSSS	Parent CPCS		
A3.3			c129	<i>Times been pushed, shoved, hit, etc.</i>
A3.3			c130	<i>Times been afraid of being beaten up.</i>
A8.5			c142	<i>Times been threatened with harm or injury.</i>
N7.1, N8.1	A7.11, A7.12		sc35, sc37-42, s48-52	Bullying Prevention Scale: <i>Teachers make clear bullying not tolerated; students would report if personally bullied; students inform about seeing it; teachers would help if knew about bullying; students would try to stop it.</i>
School Crime and Violence				
A8.4			c137	<i>Times you damaged school property on purpose.</i>
	A8.5	A8.2	s95, p44	<i>How much of a problem at this school is vandalism (including graffiti)?</i>
A8.3			c135	<i>Times on school property you had property stolen or deliberately damaged.</i>
	A8.6		s96	<i>How much of a problem at this school is theft?</i>
A8.4			c138-139	<i>Times on school property you carried a gun; any other weapon.</i>
	A8.8	A8.2	s94, p43	<i>How much of a problem at this school is weapons possession?</i>
A8.6			c141	<i>Times on school property seen someone carrying a gun, knife, or other weapon.</i>
A8.5			c142	<i>Times on school property threatened/injured with a weapon (gun, knife, club, etc.).</i>
A8.4			c136	<i>Times on school property you've been offered, sold, or given an illegal drug.</i>
Cyberbullying (General)				
A8.3			c151	<i>Times students spread mean rumors or lies, hurtful pictures about you online, social media, cell phones.</i>
Gang Membership				
A11.2			c152	<i>Do you consider yourself a member of a gang?</i>
	A8.7	A8.2	s93, p42	<i>How much of a problem at this school is gang-related activity?</i>
Substance Use in School				
A9.9			c89	<i>Times you've been drunk on alcohol or high on drugs on school property.</i>
	A8.9	A8.1	s83, p37	<i>How much of a problem at this school is student alcohol and drug use?</i>
A9.8			c106-108	<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>
A10.4			c103-105	<i>How many days (past 30) on school property did you smoke cigarettes?... use smokeless tobacco?... vape?</i>
	A8.10	A8.1	s84, p35	<i>How much of a problem at this school is tobacco use?</i>
	A8.11	A8.1	s85, p36	<i>How much of a problem at this school is student vaping or e-cigarette use?</i>
A10.10	A8.11	A8.3	c126, s104, p30	<i>Knowledge of school policy that bans tobacco use/vaping on property and at events.</i>
Discipline				
Clear Communication of Expectations				
N5.1	A7.4		sc18, sc21-25 s78-79	Clarity of Rules Scale: <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>
N5.1	A7.4		sc18, s78	<i>School clearly informs students what would happen if they break school rules.</i>
N5.1			sc23-24	<i>Rules made clear to students.</i>
N5.1			sc25	<i>School makes it clear how students expected to act.</i>
	A7.4		s79	<i>Students know what the rules are.</i>

Survey Item Number Key: C = CHKS Core. SC = CHKS School Climate Module. S=Staff Survey. P=Parent Survey



Report Table Numbers			Survey Item Number	Item Content Area and Wording
Student CHKS	Staff CSSS	Parent CPS		
				Implementation
N5.2	A9.1		sc19-20, sc22 s74-77	<i>Disciplinary Harshness Scale: Rules too strict; easy for students to get kicked out; students get in trouble for breaking small rules; teachers are very strict (staff only).</i>
N4.1			sc17	<i>All students are treated fairly when they break school rules.</i>
	A7.4		s25	<i>School handles discipline problems fairly.</i>
		A7.1	p17	<i>School enforces school rules equally for my child and all students.</i>
	B3.1		s120	<i>Punishes first-time AOD violations by at least an out-of-school suspension.</i>
	B3.1		s121	<i>School enforces zero tolerance policies.</i>
	A10.1		s97	<i>Need more PD on positive behavioral support and classroom management.</i>
				Physical Conditions of School
N9.1			sc52	<i>The schoolyard and buildings are clean and in good condition.</i>
N9.1			sc56	<i>School grounds are kept clean.</i>
A6.16			c45	<i>My school is usually clean and tidy.</i>
	A5.8	A9.1	s29, p23	<i>School has clean and well-maintained facilities and property.</i>
N10.2			sc65	<i>School has clean and drinkable water.</i>
N9.2			sc53	<i>Classroom is so crowded it is hard to concentrate and learn.</i>
N10.1			sc54	<i>Eat lunch at right time of day.</i>
N10.1			sc55	<i>Plenty of time to eat lunch.</i>
				Parental Involvement
				Focus on Parent Involvement
A6.14	A6.5	A6.1	c47, s81, p32	<i>Parents feel welcome to participate at this school.</i>
A6.14	A5.5	A6.1	c48, s82, p34	<i>Staff take parents' concerns seriously.</i>
	A6.5		s28	<i>School is welcoming to and facilitates parent involvement.</i>
	A6.5	A6.1	s46, p21	<i>School encourages parents to be active partners in educating their child.</i>
		A6.1	p22	<i>School actively seeks the input of parents before making important decisions.</i>
		A6.1	p33	<i>Staff treat parents with respect.</i>
				Scope and Nature of Involvement
		A6.3	p45-50	<i>Parent Activity Scale: 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.</i>
				Communication with Parents
		A6.2	p53-57	<i>Communication to Parents Scale: 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.</i>
A6.14	A6.5	A6.2	c46, s80, p31	<i>Teachers communicate with parents on what students are expected to learn in class.</i>
		A6.2	p12	<i>School keeps me well-informed about school activities.</i>
		A6.1	p20	<i>School promptly responds to my phone calls, messages, or e-mails.</i>