

Crosswalk of CalSCHLS Survey Items, 2018-19

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 2018-19. 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 <u>Core high school module</u> 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		
Student	Staff	Parent	Item	
CHKS	CSSS	CSPS	Number	Item Content Area and Wording
				Student Learning Environment
				Academic Rigor
N3.1			sc2-4	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.
	A4.4	45.5	s7	Sets high standards for academic performance for all students.
	A7.9	A5.5	s20, p12	Encourages students to enroll in rigorous courses. <note: "challenging="" courses."="" parent="" reads="" version=""></note:>
N3.1	A4.5	A5.1	sc50, s8, p9	Promotes academic success for all students.
113.1	711.5	A5.3	p30	School provides high quality instruction to my child.
		710.0	рзо	Relevance
N3.1			sc4	Teachers show how classroom lessons are helpful to students in real life.
	A4.7		s11	Emphasizes teaching lessons in ways relevant to students.
	A7.6		s21	Emphasizes instructional materials that reflect culture or ethnicity of students.
		A8.4	p21	Instructional materials reflect my child's culture, ethnicity, and identity.
		A8.3	p19	Communicates the importance of respecting all cultural beliefs and practices.
			_	College and Career Supports
N9.1			sc53	School helped to put college and career goals into a plan.
N9.1			sc54	School helped me learn about colleges, applications, and financial aid.
N9.1			sc55	School helped me think about and explore future career options.
		A4.4	p64	School provided information on how to help plan for college/vocational school.
	A5.13		s52	School provides career pathways, internships, other first-hand career
				experiences.
N2 1			sc7-9	Supportive Learning Environment Teacher Support Scale: Teachers go out of their way to help; help when students
N3.1			SC7-9	return from absence; give useful feedback.
N3.1	A4.3	A5.2	sc6, s6, p16	This school is a supportive and inviting place for students to learn.
N3.1	111.5	110.2	sc2	Adults encourage me to work hard so I can be successful in college or job I choose.
N3.1			sc3	My teachers work hard to help me with my schoolwork when I need it.
N3.1	A6.2	A6.1	sc7, s75, p32	Teachers go out of their way to help students.
	A4.6		s9	This school emphasizes helping students academically when they need it.
				Learning Engagement
				School Connectedness
A4.10			c22-26	School Connectedness Scale: I feel close to people in this school, happy, part of,
				students treated fairly, safe.
				Student Motivation
A4.11			c31-34	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.
N3.2			sc46-49	Student Engagement Scale: Students pay attention/try their best/usually
143.4			3640-47	follow rules/turn in homework.
N3.2	A8.2		sc1, s64	Students at this school are motivated to learn.
	A8.3	A5.4	s44, p31	School motivates students to learn.
				Attendance and Truancy
A4.4			c20	Past thirty days, did you miss school for any of these reasons?
A4.2			c21	During past 12 months, about how many times did you skip school or cut classes?
	A8.4		s98	How much of a problem at this school is cutting classes or being truant?
				Learning Readiness / Student Well-being



Report Table Numbers		Survey		
Student	Staff	Parent	Item	
CHKS	CSSS	CSPS	Number	Item Content Area and Wording
				Student Behavior
	A6.4		s78	Students in this school are well behaved.
	A8.5		s94	How much of a problem is disruptive student behavior?
				Physical Health
A8.3			c126	Did you eat breakfast today?
	A9.4		s62	Students at this school are healthy and physically fit.
	A9.3		s63	Arrive at school alert and rested.
	B5.1	A12.1	s125, p18	Provides students with healthy food choices.
	B5.1		s132	School provides opportunities for physical education and activity.
	B5.1		s124	School provides adequate health services for students.
				Mental Health
A8.4			c124	Feel so sad and hopeless stopped doing some usual activities.
A8.5			c125	Seriously consider attempting suicide?
	A9.5		s96	How much problem is student depression or other mental health problems?
				Counseling Supports
	A10.4		s10	This school provides adequate counseling and support services for students.
				Developmental Supports and Opportunities at School
				Caring Adult Relationships
A4.7			c35, c37, c39	Caring Adult Relationships Scale: At my school, there is a teacher or some
				other adult whoreally cares about me; notices if I am not there; listens when I
				have something to say.
A4.7			c35	At my school there is a teacher of some other adult who really cares about me.
	A5.3		s33	In this school, adults really care about every student.
		A6.2	p33	This school has adults that really care about students.
A4.7			c37	At my school, there is a teacher or some other adult who notices if I am not there.
	A5.4		s34	In this school, adults acknowledge and pay attention to students.
A4.7			c39	There is a teacher or some other adult who listens when I have something to say.
	A5.5		s36	In this school, adults listen to what students have to say.
A 4 O			-26 -20 -40	High Expectations
A4.8			c36, c38, c40	High Expectations Scale : 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.
A4.8			c38	There is a teacher or some other adult who always wants me to do my best.
	A5.6		s35	In this school, adults want all students to do their best.
A4.8			c40	There is a teacher or some other adult who believes that I will be a success.
	A5.7		s37	In this school, adults believe that every student can be a success.
A4.8			c36	At my school, a teacher or some other adult tells me when I do a good job.
	A5.8	A6.3	s24, p34	School has high expectations for all students.
				Opportunities for Meaningful Participation
A4.9			c41-45	Meaningful Participation Scale: At school I do interesting activities; I help
				decide things like class activities or rules; I do things that make a difference; I
4				have a say in how things work; I help decide school activities or rules.
A4.9			c42	I help decide things like class activities or rules.
A4.9			c44	I have a say in how things work.
A4.9			c45	I help decide school activities or rules.
	A5.9		s16	Encourages opportunities for students to decide things like class activities or
110			. 40	rules.
A4.9	AE 10	A 77 4	c43	I do things that make a difference at school.
	A5.12	A7.1	s19, p13	Gives opportunities to make a difference by helping people, school, or community.



A5.10 s17 Gives students equal opportunity to participate in classroom discussion activities. A7.2 p20 Gives my child opportunities to participate in classroom activities. A7.3 p23 Provides quality activities that meet my child's interests and talents. A6.5 p24 Has quality programs for my child's interests and talents. B3.4 Has quality programs for my child's interests and talents. Wouth Development and Social-Emotional Learning Social-emotional Supports Scale: School encourages responsibility, understanding how people think & feel, students resolve conflicts; condensation of their feel; given students rewards for being good; teach behavioral of others feel; given students rewards for being good; teach behavioral of others feel; given students rewards for being good; teach behavioral of others feel; given students rewards for being good; teach behavioral of others feel; given students rewards for being good; teach behavioral of others feel; given students rewards for being good; teach behavioral of others feel; given students rewards for being good; teach behavioral of evelopmental needs of youth (e.g. resilience promotion)? B6.1 s130 Fosters youth development, resilience, or asset promotion. B6.1 s136 Provides conflict resolution or behavior management instruction. B7.1 A6.8 A8.6 sc29, s73, p36 Helps students resolve conflicts with one another. S6.1 School listens to all sides when helping to resolve conflicts. S7.1 A6.7 sc26, s70 Students are often given rewards for being good. S7.1 A6.7 sc26, s70 Students are often given rewards for being good. S7.1 A6.7 sc27, s71 Encourages students to care about how others feel. S7.1 A6.7 sc28, s72 Encourages students to understand how others feel. S7.1 A6.7 sc28, s72 Students are often given rewards for being good. S7.1 A6.7 sc28, s72 Students are often given rewards for being good. S7.1 Sc28, s72 Students are problem is lack of respect of staff by students of the students of different people;	Report T	Гable Nu	mbers	Survey	
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B3.3 s135 Provide conflict resolution or behavior management instruction.					·
N7.1 A6.8 A8.6 sc29, s73, p36 Helps students resolve conflicts with one another. N4.4 sc51 School listens to all sides when helping to resolve conflicts. N7.1 A6.7 sc25, s69 Encourages students to feel responsible for how they act. N7.1 A6.8 A8.2 sc30, s74, p35 Encourages students to care about how others feel. N7.1 A6.7 sc28, s72 Encourages students to care about how others think and feel. N7.1 A6.7 sc28, s72 Encourages students to understand how others think and feel. N7.1 A6.7 sc28, s72 Students are taught that they can control their own behavior. Respect, Diversity, Cultural Sensitivity, and Equity N4.2, sc37-40 sc36 Been disrespect differences; teachers promote getting along. N4.2 sc36 Been disrespected by adult for race/ethnicity. Respect for Teachers N4.1 sc11 Students treat teachers with respect. How much of a problem is lack of respect of staff by students? < Note: pareads "students not respecting staff."> Tolerance Among Students N4.3 A6.10 sc38, s59 Students respect each other's difference. N4.3 A6.10 sc39, s60 Adults in school respect differences in students. N4.3 A6.10 sc40, s61 Teachers show important for students of different racesto get along A7.2 s25 Fosters an appreciation of student diversity and respect for each other scans importance of respecting cultural beliefs and practical ethnicities. N4.2 been disrespected by an adult because of my race, ethnicity, or		B6.1		s136	
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N4.2 ethnicities. I have been disrespected by an adult because of my race, ethnicity, or					
		A6.10			ethnicities.
A73 A85 s95 p47 How much of a problem at this school is racial/athnic conflict among	N4.2				I have been disrespected by an adult because of my race, ethnicity, or culture.
		A7.3	A8.5	s95, p47	How much of a problem at this school is racial/ethnic conflict among students?
	N6.1				Positive Peer Relationship Scale : Students enjoy doing things/spending time
·		A6.6		s65-68	together; care about each other; treat each other with respect; get along well.
Equity: Adults Treating Students Fairly and Respectfully					
	N4.1			sc10-13	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.
A4.10 c25 Teachers at this school treat students fairly.	A4 10			c25	



Report Table Numbers		Survey		
Student	Staff	Parent	Item	
CHKS	CSSS	CSPS	Number	Item Content Area and Wording
	A7.4		s38	In this school, adults treat all students fairly.
N4.1	A6.3		sc10, s76	Adults at this school treat every student with respect.
	110.0	A8.1	p10	This school treats all students with respect.
N4.1	A6.3	710.1	sc12, s77	School rules are fair.
N4.1	110.5		sc13	All students are treated fairly when they break school rules.
111.1	A7.8		s23	School considers closing racial/ethnic achievement gap a high priority.
	A5.8		s24	School has high expectations for all students regardless of race, ethnicity, or
	110.0		521	nationality.
				Staff Relationships
	A4.10		s12	School is a supportive and inviting place for staff to work.
	A4.13		s13	School promotes trust and collegiality among staff.
	A4.14		s39	Staff have close professional relationships.
	A4.12		s40	Staff support and treat each other with respect.
	A4.11		s41	Staff feel a responsibility to improve the school.
	A4.8		s42	Staff work hard to ensure a safe and supportive learning environment.
	11110		512	Cultural Sensitivity
	A7.6		s21	Uses instructional materials that reflect the culture or ethnicity of its students.
		A8.4	p21	Provides instructional materials that reflect my child's culture, ethnicity, and
			P	identity.
	A7.7		s22	Staff examines own cultural biases through PD or other processes.
	A7.10		s45	School provides supports for teaching culturally and linguistically diverse
				students.
				Safety, Violence, Harassment, and Substance Use
				Perceived School Safety
A4.10			c26	I feel safe in my school.
A5.1			c99	How safe do you feel when you are at school?
	A4.22		s29	The school is a safe place for students.
		A6.4	p25	This school is a safe place for my child.
	A4.23		s30	The school is a safe place for staff.
	B3.2		s116	School has sufficient resources to create a safe campus.
				Bullying & Harassment, and Physical Fighting at School
A5.2			c115-120	Times harassed or bullied for any of the following reasons? (six reasons)
	A9.6	A9.2	s92, p45	How much of a problem at this school is harassment or bullying among students?
	B3.3		s137	School provides harassment or bullying prevention.
A5.3			c103-105, 114	Times had mean rumors/lies spread about you;jokes, comments; made fun of
				for looks; made fun of, insulted.
A5.4			c102	Times on school property been in a physical fight.
	A.9.7	A9.2	s93, p46	How much of a problem physical fighting between students?
	A8.5		s94	How much of a problem disruptive student behavior?
A5.4			c100	Times been pushed, shoved, hit, etc.?
A5.4			c101	Times been afraid of being beaten up?
A5.4			c113	Times been threatened with harm or injury?
N7.1,			sc31-35,	Bullying Prevention Scale : Teachers make clear bullying not tolerated; would
N8.1	A6.9		s53-57	help if knew about bullying; students inform about seeing it; would try to stop it;
				would report if personally bullied.
۸۲۲			a100	School Crime and Violence
A5.5	40.0	A O 4	c108	Times on school property have you damaged school property on purpose?
A	A9.8	A9.4	s101, p51	How much of a problem at this school is vandalism (including graffiti)?
A5.5			c106	Times on school property you had property stolen or deliberately damaged?



Report Table Numbers		Survey		
Student	Staff	Parent	Item	
CHKS	CSSS	CSPS	Number	Item Content Area and Wording
	A9.9		s102	How much of a problem at this school is theft?
A5.6			c109-110	Times on school property you carried a gun?any other weapon?
	A9.11	A9.4	s100, p50	How much of a problem at this school is weapons possession?
A5.6	-		c112	Times on school property seen someone carrying a gun, knife, or other weapon?
A5.4			c111	Times on school property threatened or injured with a weapon (gun, knife, club, etc.)?
A5.4			c107	Times on school property have you been offered, sold, or given an illegal drug?
				Cyberbullying (General)
A5.7			c122	Times students spread mean rumors or lies, hurtful pictures about you online social media, cell phones?
				Gang Membership
A8.6			c123	Do you consider yourself a member of a gang?
	A9.10	A9.4	s99, p49	How much of a problem at this school is gang-related activity?
			•	Substance Use in School
A6.9			c63	Times have you been drunk on alcohol or high on drugs on school property?
	A9.12	A9.1	s90, p44	How much of a problem at this school is student alcohol and drug use?
A6.8			c80-82	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?
A7.4			c77	How many days on school property did you smoke cigarettes?
A7.4			c79	How many days on school property did you use electronic cigarettes?
	A9.13	A9.1	s91, p42	How much of a problem at this school is tobacco use?
		A9.1	p43	How much of a problem at this school is student use of electronic cigarettes?
			·	Discipline
				Clear Communication of Expectations
N5.1			sc14, 19-20	Clarity of Rules Scale: Rules in school made clear to students; school clearly
	A6.5		s83-84, 86	informs students what would happen if they break school rules; school makes it clear how students are expected to act.
N5.1	A10.2		sc14, s84	School clearly informs students what would happen if they break school rules.
	A10.2		s27	School clearly communicates to students the consequences of breaking school rules.
		A10.1	p11	Clearly tells students in advance what will happen if they break school rules.
N5.1	A6.5		sc19, s83	Rules made clear.
N5.1	A6.5		sc20, s86	School makes it clear how students expected to act.
	A6.5		s85	Students know what the rules are.
				Implementation
N5.2,			sc15-18	Disciplinary Harshness Scale: Rules too strict; easy for students to get kicked out
N5.3	A6.4		s79-82	students get in trouble for breaking small rules; teachers are very strict.
N4.1			sc13	All students are treated fairly when they break school rules.
	A10.3		s28	School handles discipline problems fairly.
		A10.2	p22	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?
				Physical Conditions of School
N10.1			sc41	The schoolyard and buildings are clean and in good condition.
N10.1			sc45	School grounds are kept clean.
A4.13			c27	My school is usually clean and tidy.



Report Table Numbers		Survey		
Student	Staff	Parent	Item	
CHKS	CSSS	CSPS	Number	Item Content Area and Wording
	A4.24	A11.1	s32, p29	This school has clean and well maintained facilities and property.
N11.2			sc52	School has clean and drinkable water.
N10.2			sc42	Classroom is so crowded it is hard to concentrate and learn.
N11.1			sc43	Eat lunch at right time of day.
N11.1			sc44	Plenty of time to eat lunch.
				Parental Involvement
				Focus on Parent Involvement
A4.12	A4.28	A4.1	c29, s88, p38	Parents feel welcome to participate at this school.
A4.12	A4.29	A4.1	c30, s89, p40	School staff take parent concerns seriously.
	A4.25		s31	This school is welcoming to and facilitates parent involvement.
	A4.26	A4.1	s46, p27	This school encourages parents to be active partners in educating their child.
		A4.1	p17	This school allows input and welcomes parents' contributions.
		A4.1	p28	This school actively seeks the input of parents before making important decisions.
		A4.1	p39	Staff treat parents with respect.
		A4.1	p41	Staff are helpful.
				Scope and Nature of Involvement
		A4.2	p52-59	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.
				Communication with Parents
		A4.4	p60-64	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.
A4.12	A4.27	A4.3	c28, s87, p37	Teachers communicate with parents about what students expected to learn in class.
		A4.3	p14	This school keeps me well-informed about school activities.
		A4.3	p26	This school promptly responds to my phone calls, messages, or emails.