school climate health & learning
CALIFORNIA SURVEY SYSTEM

Crosswalk of CalSCHLS Survey Items, 2026–27

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 2025–26. 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			sc3–7, 9–12	***Student Learning Environment Scale****: (Student) Adults encourage me to work hard so I can be successful; teachers… work hard to help with schoolwork; show classroom lessons are helpful; give students chance to participate in discussion/activities; go out of their way to help students; help student catch up from absence; gives useful feedback.*
	A6.2		s9–11, s13, s26, s41	***Student Learning Environment Scale****: (Staff) School… is a supportive/inviting place for students to learn; promotes academic success for all students; emphasizes helping students academically; emphasizes teaching lessons in ways relevant to students; is a safe place; motivates students to learn.*

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Student CHKS	Staff CSSS	Parent CSPS		
		A7.1	p7–9, p11–17, p22–27	***Student Learning Environment Scale**: (Parent) School… promotes academic success for all students; treats all students with respect; gives opportunities to "make a difference;" provides quality counseling …to help students with social or emotional needs; is supportive & inviting; communicates importance of respecting different cultural beliefs/practices; provides instructional materials reflecting my child's culture, ethnicity, & identity; enforces school rules equally; has quality programs for my child's talents, gifts, or special needs; is a safe place; provides high quality instruction to my child; motivates students to learn; teachers go out of their way to help students; adults really care about students; has high expectations for all students; encourages students to care about how others feel.*
N3.3	A6.2	A7.1	sc60 s10 p7	*Promotes academic success for all students.*
				Relevance
N3.1			sc6	*Teachers show how classroom lessons are helpful to students in real life.*
	A6.2		s13	*Emphasizes teaching lessons in ways relevant to students.*
				Supportive Learning Environment
N3.1			sc3–4	*Adults encourage me to work hard so I can be successful in college or job I choose.*
N3.1			sc5	*My teachers work hard to help me with my schoolwork when I need it.*
	A6.2		s11	*School emphasizes helping students academically when they need it.*
N3.1	A6.2	A7.1	sc8 s9 p12	*School is a supportive and inviting place for students to learn.*
N3.1		A7.1	sc9 p24	*Teachers go out of their way to help students.*
N3.1			sc10–11	*Teachers help when students catch up when they return from absence.*
N3.1			sc12	*Teachers give me useful feedback on my work.*
				Learning Engagement
				School Connectedness
A6.8			c27–34	***School Connectedness Scale**: I feel close to people in at/from this school; I am happy with/to be at this school; I feel like I am part of this school; teachers treat students fairly; I feel safe at this school.*
				Student Motivation
A6.9			c41–44	***Academic 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.*
N3.2			sc1–2, sc54–57, sc59	***Learning Engagement Climate Scale**: Students… motivated to learn… pay attention… try their best… turn in homework on time.*
N3.2	A8.3		sc1–2 s56	*Students at this school are motivated to learn.*
	A6.2	A7.1	s41 p23	*School motivates students to learn.*

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Student CHKS	Staff CSSS	Parent CSPS		
				Attendance and Truancy
A6.2			c18, c23	*Past thirty days, did you miss school for any reason?*
	A8.13		s89	*How much of a problem at this school is cutting classes or being truant?*
				Learning Readiness / Student Well-being
				Student Behavior
	A8.3		s70	*Students in this school are well-behaved.*
	A6.3		s85	*How much of a problem is disruptive student behavior?*
				Physical Health
A4.1			c17	*Did you eat breakfast today?*
A4.2			c16	*What time did you go to bed last night?*
	A8.3		s53	*Students at this school are healthy and physically fit.*
	A8.3		s54–55	*Students arrive at/start school alert and rested.*
	B5.1		s123	*School provides opportunities for physical education and activity.*
				Mental Health
A7.1			c153	*Past 12 months, feel so sad and hopeless…stopped doing some usual activities.*
A7.2			c154	*Past 12 months, seriously consider attempting suicide.*
	A9.1	A5.2	s67 p62	*Students feel hopeful about the future.*
	A9.2		s87	*How much of a problem is student depression or other mental health problems?*
				Counseling Supports
	A10.2	A7.1	s12, p11	*School provides adequate/quality counseling and support services for students.*
				Developmental Supports and Opportunities at School
				Caring Adult Relationships
A6.5	A7.2		c47, c50, c53 s30–31, s33	***Caring Adult Relationships Scale**: Teacher/adults at school…really cares about me/cares about every student; notices when I'm not there <Note: staff version reads: acknowledge and pay attention to students>; listens when I/students have something to say.*
A6.5	A7.2	A7.1	c47 s30 p25	*Teachers/adults really care about students.*
A6.5			c50	*There is a teacher or some other adult who notices when I'm not there.*
	A7.2		s31	*Adults acknowledge and pay attention to students.*
A6.5	A7.2		c53 s33	*Teacher/Adults listen when students have something to say.*
A6.14			c52	*There is a teacher or some other adult from my school who checks on how I am feeling.*

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				High Expectations
A6.6	A7.3		c48, c51, c54 s32, s34	***High Expectations Scale**: Teachers/adults at school… tells me when I do a good job (student version only); always wants me/students to do my best; believes that I/students will be a success.*
A6.6	A7.3		c51 s32	*Teacher/Adults at school who always wants students to do their best.*
A6.6	A7.3		c54 s34	*Adults at school believe that every student can be a success.*
	A8.7	A7.1	s23 p26	*School has high expectations for all students.*
				Opportunities for Meaningful Participation
A6.7	A7.4		c55–64 s16–19	***Meaningful Participation Scale**: At/participating in school,… help decide things like class/school activities or rules; do things that make a difference; do interesting activities and have a say in how things work (Student only); give equal opportunity to participate in discussions/class and extracurricular activities (Staff only)*
A6.7	A7.4		c56, c61 s16	*Opportunities for students to decide things like class activities or rules.*
A6.7			c58, c63	*I have a say in how things work.*
A6.7			c59, c64	*I help decide school activities or rules.*
A6.7	A7.4	A7.1	c57, c62 s19 p9	*Opportunities to make a difference.*
A6.7			c55, c60	*I do interesting activities at school.*
N3.1	A7.4		sc7 s17	*Opportunities to participate in classroom discussions or activities.*
		A7.1	p16	*School has quality programs for my child's talents, gifts, or special needs.*
				Youth Development and Social-Emotional Learning
N7.1	A8.2		sc30–36, s62, s65–68	***Support for Social Emotional Learning Scale:** School encourages responsibility for how they act; understanding how others think & feel; students are taught behavioral control; school helps students resolve conflicts; encourages students to care about how others feel; teachers make it clear bullying is not tolerated (Student only).*
N7.1	A8.2		sc33 s67	*Helps students resolve conflicts with one another.*
N4.4			sc61	*School listens to all sides when helping to resolve conflicts.*
	B3.3		s126	*Provides conflict resolution or behavior management instruction.*
N7.1	A8.2		sc30 s62	*Encourages students to feel responsible for how they act.*
N7.1	A8.2	A7.1	sc34 s68 p27	*Encourages students to care about how others feel.*

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N7.1	A8.2		sc31 s65	*Encourages students to understand how others think and feel.*
N7.1	A8.2		sc32 s66	*Students are taught that they can control their own behavior.*
	B6.1		s122	*Fosters youth development, resilience, social-emotional learning, or asset promotion.*
				Respect, Diversity, Cultural Sensitivity, and Equity
N4.2			sc43–45	***Racial/Ethnic Conflict Scale:*** *Students disrespected by adult because of race, ethnicity, or culture; A lot of tension between people of different cultures, races, ethnicities.*
N4.3	A8.6		sc46–51 s50–52	***Respect for Diversity Scale****: Students respects each other's differences; Adult/teachers respect differences in students; Teachers promote getting along.*
N4.1			sc13–17	***Fairness and Respect Scale:*** *Adults at this school treat all students with respect; students treat teachers with respect; school rules are fair; all students treated fairly when they break the school rules.*
	A8.5		s25, s69, s75–76	***Fairness and Rule Clarity Scale:*** *This school handles discipline problems fairly... The school rules are fair... This school clearly informs students what will happen if they break school rules... Students know what the rules are.*
				Respect for Teachers
N4.1			sc15	*Students treat teachers with respect.*
	A6.8	A8.2	s88 p39	*How much of a problem is lack of respect of staff by students?*
				Tolerance Among Students
N6.1	A8.11		sc26–29 s59–61	***Student Peer Relationships Scale****: Students care about each other; treat each other with respect; get along well; enjoy doing things together (Student only).*
N4.3	A8.6		sc46–47 s50	*Students respect each other's difference.*
N4.3	A8.6		sc50–51 s52	*Teachers show the importance of students of different races…to get along.*
N4.2			sc45	*Lot of tension in school between people of different cultures, races, or ethnicities.*
	A8.10	A8.2	s86 p38	*How much of a problem at this school is racial/ethnic conflict among students?*
N6.1	A8.11		sc26 s57	*Students enjoy doing things with each other/spending time together during school activities.*
				Equity: Adults Treating Students Fairly and Respectfully
A6.8	A8.8		c32–33 s35	*Teachers/Adults at this school treat students fairly.*
N4.1		A7.1	sc13–14 p8	*Adults/School treat all students with respect.*
N4.2			sc43–44	*I have been disrespected by an adult because of my race, ethnicity, or culture.*

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N4.3	A8.6		sc46–47 s51	*Adults/teachers in school respect differences in students.*
N4.1	A8.5		sc16 s69	*School rules are fair.*
N4.1			sc17	*All students are treated fairly when they break school rules.*
	A8.7		s22	*School considers closing the racial/ethnic achievement gap a high priority.*
				Staff Relationships
	A6.4		s14	*School is a supportive and inviting place for staff to work.*
	A6.4		s15	*School promotes trust and collegiality among staff.*
	A6.5		s37	*Staff have close professional relationships with one another.*
	A6.5		s38	*Staff support and treat each other with respect.*
				Cultural Sensitivity
	A8.7	A7.1	s20 p14	*School uses instructional materials that reflect the culture, ethnicity, and identity of students.*
	A8.7		s21	*Staff examines own cultural biases through PD or other processes.*
	A8.9		s42	*School provides the supports needed for teaching culturally and linguistically diverse students.*
				Safety, Violence, Harassment, and Substance Use
				Perceived School Safety
A6.8	A6.2	A7.1	c34 s26 p17	*School is safe place for students.*
A8.1			c119	*How safe do you feel when you are at school?*
	A6.4		s27	*School is a safe place for staff.*
				Bullying & Harassment, and Physical Fighting at School
N8.1			sc37–42	***Antibullying Climate Scale**: Students would report if personally bullied; students inform about seeing it; teachers would help if knew about bullying; students would try to stop it.*
	A8.12		s45–49	***Antibullying Climate Scale**: Teachers make it clear bullying is not tolerated; students report if personally bullied; students inform about seeing it; teachers would help if knew about bullying; students would try to stop it.*
	A9.3	A8.2	s83 p36	*How much of a problem at this school is harassment or bullying among students?*
	B3.3		s127	*School provides harassment or bullying prevention.*
A8.4			c120	*Times on school property been in a physical fight.*
	A9.4	A8.2	s84 p37	*How much of a problem is physical fighting between students?*

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Report Table Numbers			Survey Item Number	Item Content Area and Wording
Student CHKS	Staff CSSS	Parent CSPS		
				School Crime and Violence
A8.3			c120–121, c123–126, c134–138, c153	***School Violence Victimization Scale:*** *Past 12 months, times pushed, shoved, hit, etc.; times been afraid of being beaten up; had mean rumors/lies spread about you; sexual jokes, comments, gestures made to you; made fun of for looks, way you talk; had property stolen or deliberately damaged; made fun of, insulted, called names; cyberbullying*
A8.4			c122, c127–130	***School Violence Perpetration Scale:*** *Past 12 months, times… been in a physical fight; been offered, sold, or given an illegal drug; damaged school property on purpose; carried a gun; carried any other weapon.*
A8.4			c128	*Times you damaged school property on purpose.*
	A9.5	A8.2	s92 p42	*How much of a problem at this school is vandalism (including graffiti)?*
A8.3			c126	*Times on school property you had property stolen or deliberately damaged.*
	A9.6		s93	*How much of a problem at this school is theft?*
A8.4			c129–130	*Times on school property you carried a gun; any other weapon.*
	A9.8	A8.2	s91 p41	*How much of a problem at this school is weapons possession?*
A8.5			c131	*Times on school property threatened/injured with a weapon (gun, knife, club, etc.).*
A8.6			c132	*Times on school property seen someone carrying a gun, knife, or other weapon.*
A8.4			c127	*Times on school property you've been offered, sold, or given an illegal drug.*
				Cyberbullying (General)
A8.3			c153	*Times students spread mean rumors or lies, hurtful pictures about you online, social media, cell phones.*
				Gang Membership
A11.2			c154	*Do you consider yourself a member of a gang?*
	A9.7	A8.2	s90 p40	*How much of a problem at this school is gang-related activity?*
				Substance Use in School
A9.9			c80	*Times you've been drunk on alcohol or high on drugs on school property.*
	A9.9	A8.1	s80 p35	*How much of a problem at this school is student alcohol and drug use?*
A10.9			c95–98	*Past 30 days on school property… smoke cigarettes… use smokeless tobacco… use nicotine pouches… use vape products.*
	A9.10	A8.1	s81 p33	*How much of a problem at this school is tobacco use?*
	A9.11	A8.1	s82 p34	*How much of a problem at this school is student vaping or e-cigarette use?*
	A9.12	A8.3	s100 p28	*Knowledge of school policy that bans tobacco use/vaping on property and at events.*

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Student CHKS	Staff CSSS	Parent CSPS		
				Discipline
				Clear Communication of Expectations
N5.1			sc18, sc23–25	***Clarity of Rules Scale**: School clearly informs students what would happen if they break school rules; rules in school made clear to students; school makes it clear how students are expected to act.*
	A8.5		s25, s69, s75–78	***Fairness and Rule Clarity School:** School handles discipline problems fairly; school rules are fair; school clearly informs students what will happen if they break school rules; students know what the rules are.*
N5.1	A8.5		sc18 s75	*School clearly informs students what would happen if they break school rules.*
N5.1	A8.5		sc23–24 s76	*Rules made clear to students.*
N5.1			sc25	*School makes it clear how students expected to act.*
				Implementation
N5.2	A10.1		sc19–22 s71–74	***Disciplinary Harshness Scale**: Rules too strict; easy for students to get kicked out of class/suspended; students get in trouble for breaking small rules; teachers are very strict (staff only).*
N4.1			sc17	*All students are treated fairly when they break school rules.*
	A8.5		s25	*School handles discipline problems fairly.*
		A7.1	p15	*School enforces school rules equally for my child and all students.*
	B3.1		s113	*Punishes first-time AOD violations by at least an out-of-school suspension.*
	B3.1		s114	*School enforces zero tolerance policies.*
				Physical Conditions of School
A6.15 N9.1	A6.9	A9.1	c35, sc52–53, s29 p21	*The schoolyard and buildings are clean and tidy; are well-maintained/in good condition.*
				Parental Involvement
				Focus on Parent Involvement
A6.13	A7.5	A6.1	c36–38 s28, s43, s77–79 p18–20, p30–32	***Promotion of Parental Involvement Scale:** Teachers communicate with parents about what students are expected to learn in class; parents feel welcome to participate; school staff take parent concerns seriously. School encourages parents to be active partners in educating their child (staff only). School promptly responds to my phone calls, messages, or e-mails; actively seeks the input of parents before making important decisions; school staff treat parents with respect (parent only).*
A6.13	A7.5	A6.1	c37 s78 p30	*Parents feel welcome to participate at this school.*
	A7.5		s28	*School is welcoming to and facilitates parent involvement.*
A6.13	A7.5	A6.1	c38 s79 p32	*Staff take parent concerns seriously.*

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	A7.5	A6.1	s43 p19	*School encourages parents to be active partners in educating their child.*
		A6.1	p20	*School actively seeks the input of parents before making important decisions.*
				Scope and Nature of Involvement
		A6.3	p43, p45–46, p48–49	***Parent Involvement in School Scale**: Attended… school/class event… general school meeting…parent-teacher organization meeting; participated in fundraising; served on committee.*
				Communication with Parents
		A6.2	p10, p29, p51, p53–54	***Communication With Parents About School Scale**: School keeps parents well-informed about school activities; teachers communicate what students are expected to learn in class; how child is doing in school between report cards; about child group or class placement; information on parent's expected role at school.*
A6.13	A7.5	A6.2	c36 s77 p29	*Teachers communicate with parents on what students are expected to learn in class.*
		A6.1	p18	*School promptly responds to my phone calls, messages, or e-mails.*

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