



Crosswalk of CalSCHLS Survey Items, 2016-17

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 2016-17. 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 & 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				
N2.1			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 A7.10 A6.2 A4.5	A6.5 A6.1	s7 s20 s101 p12 s8, p9	Sets high standards for academic performance for students. Encourages students to enroll in rigorous courses. Classes challenge students. Encourages all students to enroll in challenging courses. Promotes academic success for all students.
Relevance				
N2.1	A4.7 A7.7	A9.3 A9.2	sc4 s11 s21 p21 p19	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.
Supportive Learning Environment				
N2.1			sc7-9	Teacher Support Scale: Teachers go out of their way to help, help when students return from absence, give useful feedback.
N2.1	A4.3	A6.2 A7.1	sc6, s6 p16 p42	This school is a supportive and inviting place for students to learn. School is an inviting place for students to learn. Has a supportive learning environment for my child.
N2.1 N2.1 N2.1	A6.2 A4.6		sc2 sc3 sc7, s100 s9	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.
Learning Engagement				
School Connectedness				
A4.9			c21-25	I feel close to people in this school, happy, part of, students treated fairly, safe.
Student Motivation				
A4.11			c30-33	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.
N2.2			sc46-49	Academic Mindset Scale: Students pay attention/try their best/usually follow rules/turn in homework.
N2.1	A8.2 A8.3	A6.4	sc1 s56 s72, p41	Students at this school are motivated to learn. How many students at this school are motivated to learn. School motivates students to learn.
Attendance and Truancy				
A4.3 A4.2	A8.4		c20 c19 s66	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? How much of a problem at this school is cutting classes or being truant?

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Student CHKS	Staff CSSS	Parent CPCS		
				Learning Readiness / Student Well-being
				Student Behavior
	A8.5 A6.4 A8.6		s57 s104 s62	Based on your experience, how many students at this school are well-behaved? Students at this school are well behaved. How much of a problem is disruptive student behavior.
				Physical Health
A8.3	A9.4 A9.3 B5.1 B5.1 B5.1	A14.1	c115 s54 s55 s2.11, p18 s2.16 s2.11	Did you eat breakfast today? Students at this school are healthy and physically fit. Arrive at school alert and rested. Provides students with healthy food choices. School provides opportunities for physical education and activity. School provides adequate health services for students.
				Mental Health
A8.4 A8.5	A9.5		c113 c114 p64	Feel so sad and hopeless ... stopped doing some usual activities. Seriously consider attempting suicide? How much problem is student depression or other mental health problems?
				Counseling Supports
	A10.5		s10	This school provides adequate counseling and support services for students.
				Developmental Supports and Opportunities at School
				Caring Relationships
A4.6	A5.3	A7.2	c34 s33 p43	At my school there is a teacher of some other adult who really cares about me. How many adults at this school really care about every student? This school has adults that really care about students.
A4.6	A5.4		c36 s34	At my school, there is a teacher or some other adult who notices if I am not there. How many adults at this school acknowledge and pay attention to students?
A4.6	A5.5		c38 s36	There is a teacher or some other adult who listens when I have something to say. How many adults at this school listen to what students have to say?
				High Expectations
A4.7	A5.6		c37 s35	There is a teacher or some other adult who always wants me to do my best. How many adults at this school want all students to do their best?
A4.7	A5.7		c49 s37	There is a teacher or some other adult who believes that I will be a success. How many adults at this school believe that every student can be a success?
A4.7		A7.3	c35 p44	At my school, there is a teacher of some other adult who tells me when I do a good job School has high expectations for all students.
				Opportunities for Meaningful Participation
A4.8	A5.8		c41 s16	I help decide things like class activities or rules. Encourages opportunities for students to decide things like class activities or rules.
A4.8	A5.11	A8.1	c42 s19, p13	I do things that make a difference at school. Gives opportunities to make a difference by helping people, school, or community
A4.8			c40	I do interesting activities.
N2.1	A5.9	A8.2	sc5 s17 p20	Gives students a chance to take part in classroom discussions or activities. Gives students equal opportunity to participate in classroom discussions or activities. Gives my child opportunities to participate in classroom activities.
		A8.3 A7.5	p23 p24	Provides quality activities that meet my child's interests and talents. Has quality programs for my child's talents, gifts or special needs.

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Youth Development and Social-Emotional Learning				
N6.1	A6.7-8		sc25-30 s94-99	Social-emotional Supports Scale: School encourages responsibility, understanding how people think & feel, students resolve conflicts, care about how others feel, given students rewards for being good, teach behavioral control.
	A11.11	A7.6	p15 s52	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)?
	B6.1		s2.14	Fosters youth development, resilience, or asset promotion.
	B6.1		s2.20	Provides character education.
	B3.3		s2.19	Provide conflict resolution or behavior management instruction.
N6.1	A6.8		sc29, s98	Helps students solve conflicts with one another.
N6.1	A6.7		sc25, s94	Encourages students to feel responsible for how they act.
N6.1	A6.7		sc26, s95	Students are often given rewards for being good.
N6.1	A6.8		sc30, s99	Encourages students to care about how others feel.
N6.1	A6.7		sc27, s96	Encourages students to understand how others think and feel.
N6.1	A6.7		sc28, s97	Students are taught that they can control their own behavior.
Respect, Diversity, Cultural Sensitivity, and Equity				
N3.2	A6.10		sc36-40 s85-88	Respect for Diversity Scale. Lot of tension between different people; students/adults respect differences; teachers promote getting along; been disrespected by adult for race/ethnicity.
Respect for Teachers				
N3.1	A8.7	A10.3	sc11 s65, p34	Students treat teachers with respect. How much of a problem is lack of respect of staff by students? <note: parent version reads "students not respecting staff."
Tolerance Among Students				
N3.2	A6.10		sc38, s86	Students respect each other's difference.
N3.2			sc39	Adults in school respect differences in students.
N3.2			sc40	Teachers show important for students of different races...to get along.
	A7.2		s24	Fosters an appreciation of student diversity and respect for each other.
	A7.6		s25	Emphasizes the importance of respecting cultural beliefs and practices.
N3.2	A6.10		sc37, s85	Lot of tension in this school between people of different cultures, races, or ethnicities.
N3.2			sc36	I have been disrespected by an adult because of my race, ethnicity, or culture.
	A7.3	A9.4	s63, p33	How much of a problem at this school is racial/ethnic conflict among students?
N5.1	A6.6		sc21-24, s89-93	Positive Peer Relationship Scale: Students enjoy doing things together, care about each other, treat each other with respect, get along well.
Equity: Adults Treating Students Fairly and Respectfully				
N3.1			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.
A4.9	A7.4		c24 s38	Teachers at this school treat students fairly. How many adults at this school treat all students fairly?
N3.1	A7.5 A6.3	A9.1	s39 sc10, s102 p10	How many adults treat every student with respect. Adults at this school treat every student with respect. This school treats all students with respect.
N3.1	A6.3		sc12, s103	School rules are fair.
N3.1			sc13	All students are treated fairly when they break school rules.

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Student CHKS	Staff CSSS	Parent CPCS		
Cultural Sensitivity				
	A7.7	A9.3	s21 p21	Uses instructional materials that reflect the culture or ethnicity of its students. Provides instructional materials that reflect my child's culture, ethnicity and identity.
Safety, Violence, Harassment & Substance Use				
Perceived Safety				
A4.9 A5.1	A4.22 A4.23 B3.2	A7.4	c25 c89 s29 p25 s30 s2.3	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.
Bullying & Harassment, and Physical Fighting at School				
A5.2	A9.6 B3.3	A10.2	c105-110 s60, p31 s2.11	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.
A5.3			sc93-95, 104	Times had mean rumors/lies spread about you; ...jokes, comments; made fun of for looks; made fun of, insulted.
A5.4	A.9.7 A8.6	A10.2	c92 s61, p32 s62	Times on school property been in a physical fight. How much of a problem physical fighting between students. How much of a problem disruptive student behavior.
A5.4			c90 c91 c103	Times been pushed, shoved, hit, etc. Times been afraid of being beaten up. Times been threatened with harm or injury.
N7.1	A6.9		sc31-35, s80-84	Bullying Prevention Scale: 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.
Delinquency and School Violence/Safety				
A5.5	A9.8	A10.4	c98 s69, p37	Times on school property have you damaged school property on purpose. How much of a problem at this school is vandalism (including graffiti).
A5.5	A9.9		c96 s70	Times on school property you had property stolen or deliberately damaged. How much of a problem at this school is theft.
A5.6	A9.11	A10.4	c99, c100 s68, p36	Times on school property you carried a gun; ...any other weapon. How much of a problem at this school is weapons possession.
A5.6			c102	Times on school property seen someone carrying a gun, knife, or other weapon.
A5.4			c101	Times on school property threatened or injured with a weapon (gun, knife, club, etc.)
A5.4			c97	Times on school property have you been offered, sold, or given an illegal drug?
Victimization, Delinquency in General				
A8.1			c111	Times students spread mean rumors or lies about you on the internet.
A8.6	A9.10	A10.4	c112 s67, p35	Do you consider yourself a member of a gang? How much of a problem at this school is gang-related activity?
Substance Use in School and in General				
A6.10 A6.9	A9.12	A10.1	c59 s58, p30 c73-75	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? 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?

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A7.4 A7.4	A9.13	A10.1 A10.1	c70 c72 s59, p28 p29	How many days on school property did you smoke cigarettes? How many days did you use electronic cigarettes? How much of a problem at this school is tobacco use? How much of a problem at this school is student use of electronic cigarettes?
				Discipline
				Clear Communication of Expectations
M4.1	A6.5		sc14, 19-20 s109-112	Clarity of Rules Scale: Rules in school made clear to students; school clearly informs students what would happen if they break school rules (staff asked about making clear how expected to act); school makes it clear how students are expected to act.
N4.1 N4.1 N4.1	A10.2 A6.5 A6.5 A6.5	A11.1	sc14 s26 p11 sc19, s109 sc20, s112 s110 s111	School clearly informs students what would happen if they break school rules. School clearly communicates to students the consequences of breaking school rules. Clearly tells students in advance what will happen if they break school rules. Rules made clear. School makes it clear how students expected to act. Students know how they are expected to act. Students know what the rules are.
				Implementation
N4.2	A6.4		sc15-18 s105-108	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.
N3.1	A10.3	A11.2	sc13 s27 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.
	A10.4		s28	Effectively handles student discipline and behavioral problems
	B3.1		s2.5	Considers sanctions for student violations on case-by-case basis
	B3.1		s2.1	Collaborates well with law enforcement organizations.
	B3.1		s2.6	Punishes first-time AOD violations by at least an out-of-school suspension.
	B3.1		s2.7	School enforces zero tolerance policies.
	A11.4		s46	Need more PD on positive behavioral support and classroom management?
				Physical Conditions of School
N8.1 N8.1 A4.12	A4.24	A13.1	sc41 sc45 c26 s32, p39	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.
				Parental Involvement
				Focus on Parent Involvement
A4.10 A4.10	A4.25 A4.26	A12.1 A12.1 A12.1 A12.1 A12.1 A12.1	c28, p46 c29, p48 s31 s74, p27 p17 p38 p47 p49	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 an 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.

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				Scope and Nature of Involvement
		A12.2	p50-57	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
A4.10		A12.3 A12.3 A12.3 A12.4	c27, p45 p14 p26 p58-62	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. Communication to Parents Scale: School let parent know who 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.

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