MAKING SENSE OF SCHOOL CLIMATE

USING THE CALIFORNIA SCHOOL CLIMATE, HEALTH & LEARNING SURVEY (CAL–SCHLS) SYSTEM • TO INFORM YOUR SCHOOL IMPROVEMENT EFFORTS •

CSCS | Staff

CHKS | Students

CSPS | Parents

2011/2012

California Department of EDUCATION

WestEd

20120221

UNDERSTANDING YOUR SCHOOL'S CLIMATE:
USING THE CALIFORNIA SCHOOL CLIMATE, HEALTH & LEARNING SURVEY SYSTEM

PREFACE

The California School Climate, Health, and Learning Survey (Cal–SCHLS) System comprises three interrelated surveys developed for and supported by the California Department of Education (CDE): the California Healthy Kids Survey (CHKS), the California School Climate Survey (CSCS), and the California School Parent Survey (CSPS).

Cal–SCHLS grew out of the CDE's commitment to promoting the successful cognitive, social, and emotional development of all the state's youth; to closing the race/ethnicity achievement gap; to fostering positive school working environments for staff; and to school accountability and data–driven reform. Together, these surveys provide schools and districts with critical information about the learning and teaching environment; the health and well–being of students; and the quality and availability of supports for parents, school staff, and students. When used together, data from these three surveys help schools assess and target the strengths, needs, and concerns of all members of the school community, including teachers and other staff members, students, and parents.

This reference guide provides an overview to the questions related to school climate assessed by the three Cal–SCHLS surveys. It is designed as a reference tool to help survey users consider the connections across the surveys, and illuminate the relevance of all the survey items to school improvement.

More detailed information on each Cal–SCHLS survey can be found in the individual content guides listed below, which can be downloaded from the survey websites. Each survey guidebook features a "crosswalk", which readers can reference to compare results on items across each of the three surveys.

» Guidebook to the California Healthy Kids Survey, Part II: Survey Content. (chks.wested.org/resources/chks_guidebook_2_coremodules.pdf)

» Guidebook for the California School Climate Survey Part II: Survey Content, 2011–2012. (cscs.wested.org/resources/cscs_guidebook_2_content.pdf)

» Guidebook for the California School Parent Survey Part II: Survey Content, 2011–2012. (csps.wested.org)

THE CDE SAFE AND SUPPORTIVE SCHOOLS GRANT AND SCHOOL CLIMATE INITIATIVE

The immediate impetus for the creation of this guide was the award to CDE of a federal Safe and Supportive Schools (S3) grant, resulting in 300 high schools across the state administering the Cal–SCHLS suite of surveys and using the data to begin a process of school climate improvement. Based on Cal–SCHLS data, the high schools with the greatest need received three–year S3 Program Implementation grants. As part of the S3 grant, CHKS results and truancy data contained in the California Basic Educational Data System (CBEDS) have been used to calculate School Climate Index scores (SCI) for each participating S3 high school. The SCI scores have been reported in a School Climate Report Card, shown in Appendix A.

The S3 grant is part of CDE's larger initiative to foster more positive school climates for the purposes of improving academic achievement and graduation as well as overall youth well–being. CDE urges all districts to inform school improvement efforts by continuing to provide support for conducting the Cal–SCHLS surveys every two years and preparing individual school reports.

Within-district variations across schools make it imperative that each school has its own data for data-driven decision making.[1] On request, a School Climate Report Card containing a School Climate Index score can be prepared for any California High School (see Appendix A; an extra preparation fee applies).

ADDITIONAL RESOURCES

A wide range of resources and professional development tools are available to all schools in the state to assist in their efforts to foster more positive school climates.

- » A Safe and Supportive Schools website provides all schools in California with information about research, resources, and technical assistance useful in school climate improvement efforts. (californias3.wested.org)
- » A series of webinars and other media will be provided to raise knowledge about school climate and effective intervention strategies, programs, and practices. (californias3.wested.org/training_support)
- » School personnel may also sign up for the School Climate Connections listserv through the Safe and Supportive Schools website to receive e-mail information notifications related to school climate. (californias3.wested.org/mailing_lists/new)

This survey content reference guide should be used along with the following resources, which are available free for downloading from the S3 or Cal-SCHLS websites. Together, these references are intended to help school-based teams understand, analyze, and disseminate the survey results in order to guide school and program improvements:

- » The Workbook for Improving School Climate, 2nd Edition is a strengths-based, practical guide to using CHKS and CSCS data for improving the school climate and promoting academic achievement and well-being among all students. The workbook's focus is on issues related to environmental supports and engagement opportunities, violence, victimization and substance use, and staff climate. Included are examples of how to use the data to improve school practice and policies.
- » What Works Briefs summarize state-of-the-art practices, strategies, and programs for improving school climate. Based on current scholarship, each What Works Brief provides a number of practical recommendations for school staff, parents, and community members.
- » Making Data-Driven Decisions in Student Support and School Mental Health Programs: A Guidebook for Practice, 2011–2012 shows how Cal-SCHLS data should be used to guide implementation of effective school programs that meet the mental health needs of youth, and the role a positive school climate plays in that effort.

ASSESSING SCHOOL CLIMATE: ABOUT Cal-SCHLS

The first step in improving school climate is identifying strengths and needs through the assessment of current learning and teaching conditions. The questions in the Cal-SCHLS surveys were selected to assess the key variables that research and theory indicate are most associated with a positive school climate, including quality of relationships, respect for diversity, school safety, and academic rigor and relevance. Additionally, these surveys provide data on student substance abuse, violence, and other risk behaviors that are known to be barriers to learning.

- » The California Healthy Kids Survey (CHKS) has been in existence the longest and is the largest statewide survey of resiliency, protective factors, and risk behaviors in the nation. With over 130 questions in the core module, only the subset of questions most representative of school climate is referenced within this document. In addition to the core module, schools can elect to use supplemental modules to gather additional site-specific information. For a list of supplemental modules, please visit the CHKS website (chks.wested.org/administer/download).
- » The California School Climate Survey (CSCS) is administered to teachers, administrators and other certificated and non-certificated staff. It is specifically designed to guide school improvement efforts, and foster positive learning and teaching environments. In addition to a general section (equivalent to a core module) that all staff complete, there are two additional sections that only the subset of staff with specific responsibilities in the following areas are asked to complete: (1) the Learning Supports Module targets staff with responsibilities in health, prevention, discipline, counseling and/or safety; and (2) the Special Education Supports Module targets staff that service students who have Individualized Education Plans (IEPs). CDE provides districts with supplementary reports comparing all CSCS results between staff who report special education responsibilities and those who do not.
- » The California School Parent Survey (CSPS) is designed to provide teachers, administrators and other school staff with information directly from the parents. The data collected are meant to inform decisions that promote positive teaching and learning environments by fostering parent satisfaction with, and involvement in, the school.

---

1   For information about the preparation of school reports, contact the Cal-SCHLS Regional Centers by calling 888.841.7536. A complete dataset is also available for analysis.

USING Cal–SCHLS

ORDERING SCHOOL REPORTS

The major focus of the Cal–SCHLS system to date has been providing representative district–level data, with district reports publicly posted on the CHKS and CSCS websites. These are valuable for looking at how well a district is doing as a whole in meeting the needs of its students, staff, and parents. However, by its very nature, school climate improvement requires school–specific data, particularly given the wide variations that occur across schools within many districts. Almost ninety percent of school districts survey all their students in all their schools. To obtain a school–level report, contact your Cal–SCHLS Regional Center (cal–schls.wested.org/contact). Given the association between poor school climate and poor test–score performance, large districts that do not survey every school should consider modifying their survey plan, especially to include low–performing schools. Individual schools may also conduct their own surveys independent of the district if they are in need of data to guide school improvement efforts.

DATA ANALYSIS

Schools should also consider ordering a copy of their complete dataset so that they can drill–down and analyze their data in more depth, particularly in regard to subgroup differences and the relationship between indicators of school climate and of student performance and behavior. The individual survey Content Guides provide suggestions for further analysis. Also helpful is the CHKS Guidebook to Data Use and Dissemination.[2]

COMPARING RESULTS

There are several ways to compare Cal–SCHLS survey results, such as by geographical region, date of survey, and stakeholder group.

Geographical Comparisons. Comparing district and school CHKS/CSCS results to other local, regional (e.g., county), and state data provides a broad context with which to assess the local environment. Such comparisons can help you determine whether local results are unique, or may be part of a larger trend. All district CHKS and CSCS reports, and aggregated county and statewide reports, are posted publicly in the "Reports" section on the survey websites: chks.wested.org/reports and cscs.wested.org/reports. Because the parent survey is new and has historically been a custom survey, its results are not publicly posted.

For CHKS data, there is also the "QUERY CHKS" (chks.wested.org/indicators) function on the survey website (the result of a partnership between CDE, WestEd, and the Lucille Packard Foundation for Children's Health) that allows you to generate tables, maps, graphs, and charts in order to compare key data at the district, county, and state levels.[3] Ultimately, however, the most fundamental concern should not be with how a school or district compares with others within the state, but about what the data say about the needs of students, staff, and/or parents, as well as what they say about the functioning of the school.

Trend Analyses. Depending upon the length of time your district and school(s) have opted to participate in these surveys, you may be able to compare current school and/or district results to results in previous years. Because it has been in existence the longest, data from your school's CHKS (student surveys) are often available and can be accessed on–line. Comparing school–level CHKS multi–year data can help you assess possible trends and shifts in student behaviors, attitudes, and perceptions.

Stakeholder Comparisons. A major benefit of using all the surveys that comprise Cal–SCHLS is the ability to compare student, staff, and parent perceptions about school strengths and needs. For example, comparison of staff and parent perceptions with the self–reported behaviors, attitudes, and experiences reported by students enhances the value of each survey as a tool for school improvement that can be used in the development of school safety and improvement plans. To facilitate such comparisons, this guide provides tables for each school climate topic, listing the related items for each of the three Cal–SCHLS surveys. These tables allow the reader to quickly see which surveys address which school climate topics and which items provide indicators of similar concepts or variables.

Designed for use in partnership with this guidebook, the *Workbook for Improving School Climate* is meant to facilitate comparisons across subgroups of respondents. CDE currently provides districts with reports disaggregating their survey results by migrant education program status and special education involvement. The main CHKS report provides key survey results disaggregated by the race/ethnicity of students.

---

3   A Query CSCS online access to staff data is in preparation.

---

2   Guidebook to the California Healthy Kids Survey, Part III: Data Use and Dissemination. Available for downloading at chks.wested.org/resources/chks_guidebook_3_datause.pdf

OVERVIEW OF SCHOOL CLIMATE AND GUIDEBOOK

THE IMPORTANCE OF A POSITIVE SCHOOL CLIMATE

WHAT DO WE MEAN BY "SCHOOL CLIMATE"?

School climate is a broad term that is commonly used to describe a variety of dimensions that characterize the "spirit" of the school. Most commonly, school climate refers to the conditions or quality of the learning environment, which are created and maintained by the values, beliefs, interpersonal relationships, and the physical setting shared by individuals within the school community. The elements that comprise a school's climate are diverse, ranging from the quality of teacher–student interactions to characteristics of the school's physical and organizational structure, as well as perceived safety, and teaching and learning practices.[4]

School climate researchers emphasize the capacity of schools to make a difference in helping even the most at–risk students become successful learners and community members. As evidence, they point to high–achieving schools that manage to "beat the odds," performing better than other similarly challenged schools, many of which are located in the most racially segregated and economically depressed urban areas. By studying these schools, school climate researchers have sought to determine the essential school components that account for teacher and student success.[5]

WHAT ARE THE KEY CHARACTERISTICS OF A POSITIVE SCHOOL CLIMATE?

Positive school climates achieve two goals. First, a positive school climate motivates and engages students in learning, and staff in teaching. Second, a positive school climate creates conditions that reduce or eliminate the barriers to learning confronting a great number of students. Schools with positive school climates provide "learning supports," a term used to refer to the resources, strategies, and practices that foster students' physical, social, emotional, and intellectual development.

Within this context, a consensus is emerging on the fundamental conditions for meeting these goals. A positive school climate meets the developmental needs of students; it is supportive, safe, caring, challenging, and participatory; and it fosters a sense of autonomy, competence, and belonging.[6] To achieve positive school climates, these schools hire and maintain highly qualified teachers, providing ongoing professional development to support their growing professional repertoire. These schools strive to provide students a physically and emotionally safe environment in which to grow and learn. They embrace the diverse students they serve, acknowledging and respecting differences of socioeconomic status, ethnicity, race, gender, and/or sexual orientation while maintaining consistently high expectations for success. In these schools, students are provided equally engaging and meaningful learning opportunities with the support of high quality curricula. Students in these schools feel their personal identities and interests are represented and opened for exploration within the curriculum. These students are encouraged to participate in important decisions being made at the school, including decisions about policies that affect them. All of these supports provide the foundation for, and are dynamically promoted by, positive, caring, trusting relationships between all members of the school community, including parents, teachers, school staff members, and students. In these schools, members of the community trust each other to provide for their personal, professional, and academic development.[7] Each of these dimensions is measured by the Cal–SCHLS and discussed in this guidebook.

The research on promoting achievement emphasizes the need for two conditions: (1) a sense of the school as a caring, supportive community characterized by positive relationships among and between teachers and other school staff, students, and parents; and (2) a culture rooted in high achievement expectations and standards. On the one hand, research indicates that students who have a high sense of community may be more motivated to abide by the norms and values emphasized by the school and thus perform and behave better.[8] On the other hand, without a clear school–wide cultural emphasis on academic excellence, fostering a sense of community in itself is not enough to produce academic achievement gains among students.[9] Caring relationships and high expectations, along with quality pedagogy, appear to be the linchpins of a positive school climate that promotes achievement. Equally important are opportunities to be involved in meaningful decisions and activities that further enhance the sense of connectedness and engagement. As discussed in later special topic sections of this guidebook, many of the conditions found to promote positive youth development have also been found to enhance student engagement and performance.

WHY IS IT IMPORTANT TO FOCUS ON SCHOOL CLIMATE?

While evidence is mounting that positive school climates are related to improvements in student outcomes, school climate continues to be a missing element in school reform efforts. Histori-

---

4   Cohen et al. 2009; Freiberg, 1998.

5   Esposito, 1999; Hoy et al., 2002; Johnson et al., 2007; Kelley et al., 2005; McEvoy & Walter, 2000; Reynolds & Creemers ,1990; Silins & Murray–Harvey, 2000; Welsh, 2001.

6   Anderson, 1982; Blum et al., 2002; Cohen et al., 2009; Eccles et al., 1993

7   For a comprehensive review, see Darling–Hammond (2010).

8   Battistich, Schaps & Wilson, 2004; Benard, 2004; Schaps, 2003; Zins et al., 2004.

9   Lee & Smith, 1999.

cally, school reform strategies have focused on improving academic curriculum, instruction, and governance. While such changes are undoubtedly essential and necessary for turning around low–performing schools, their impact has been limited by the fact that they have largely ignored the school climate–related factors that can impede students' ability to benefit from even high quality improvements in instruction and curriculum.[10] Put in other words, too often school reform efforts focus on the specific, tangible elements of education, such as the curricula being used, and not enough on the intangible elements, such as how adults at school relate to their students or how school safety conditions affect students' readiness and motivation for learning.

In its seminal study on Engaging Schools, the National Research Council (2004:14) stresses the links between academic achievement, learning engagement, and developmentally supportive school climates. The group identified the fundamental challenge to school reform to be motivating and engaging students in learning by creating "a set of circumstances [a school climate] in which students take pleasure in learning," see value and meaning in it, and feel reasonably confident in their learning ability. This, the council writes, is "unlikely to be accomplished by simple policy prescriptions, such as raising standards, promoting accountability, or increasing school funding." Rather, what is needed is creating "a set of circumstances [a school climate] in which students take pleasure in learning," and feel it is purposeful and meaningful.

Other authorities have voiced similar concerns. Gordon (2006), for example, stresses that school reform needs to focus more on maximizing human potential within schools by raising engagement levels among students and staff. The Learning First Alliance (2001) warns that, without safe and supportive environments, schools cannot meet the goal of educating all children well, ensuring their healthy development, and preparing them for a bright and productive future.

While much of the school reform literature has focused on the effects of the school environment on students, equally important is its effect on teachers. Research in California and elsewhere has suggested that workplace conditions and school climate factors are highly correlated with teacher attrition rates, and may be as, or even more, important to teacher retention as salary.[11] Understanding how teachers and other staff perceive the climate in their schools is critically important for fostering staff members' motivation and commitment to the school, and, as a result, for nurturing positive learning environments for students.

GUIDE ORGANIZATION

This school climate guidebook is organized around eight topics that are frequently described in the school climate literature:

1. Student Learning Environment (p. 6)
2. Motivation & Connectedness (p. 8)
3. Developmental Supports & Opportunities (p. 9)
4. Respect for Diversity, Instructional Equity, & Cultural Sensitivity (p. 13)
5. Student Safety & Problem Behaviors (p. 15)
6. Organizational Supports (p. 20)
7. Physical Environment & Wellness (p. 23)
8. Staff Working Environment (p. 24)

For each of these eight topics, we introduce the research around the topic and provide the Cal–SCHLS items that correspond with it from each survey.

---

10   Adelman & Taylor, 1998, 2007; Adelman & Taylor, 2005; Cohen et al., 2009; Perkins, 2006.

11   Futernick, 2007; Gordon, 2006.

1 STUDENT LEARNING ENVIRONMENT

The keystone of a positive school climate is a motivating and engaging student learning environment wherein adults expect and support students' optimal achievement, regardless of race, ethnicity, or gender. In order to optimize student academic achievement and, ultimately, overall well-being, student learning environments must be both rigorous and relevant.

Academic rigor generally refers to teaching practices and curricula that are challenging, demand high standards for performance, and require strong effort on the part of students—together, these characteristics reflect high expectations for student learning.[12] Academically rigorous schools set high but achievable standards and graduation requirements. To help their students achieve these standards, these schools implement curricula that emphasize critical thinking, application of knowledge, and self-reflective learning over rote skill development.[13]

Rigorous academic environments predict higher self-regulation in learning tasks, academic self-efficacy, willingness to seek help on academic tasks, and, ultimately, academic achievement in students.[14] In fact, the differential access to academically rigorous instruction available to minority groups has been implicated in what has come to be known as the "achievement gap."[15] Described by Harris and Herrington (2006: 11) as the "content gap," students from minority groups are often assigned to courses that focus on basic skill development using rote learning strategies, rather than the robust, exciting curricula that most positively impact learning.

The relevance of student lessons and assignments to their day-to-day lives has also been emphasized in school reform efforts.[16] Meaningful activities engage students' unique interests and capitalize on their intrinsic motivation to learn. For example, inquiry-based projects that weave rigorous academic standards with hands-on opportunities for exploration of students' own interests (e.g., football or social media) can be used to engage and motivate students.

What is more, the National Research Council (2004: 2) emphasized providing students with the ability to make choices to inform their own learning. The NRC says, engaging schools "provide choices for students and they make the curriculum and instruction relevant to adolescents' experiences, cultures, and long-term goals, so that students see some value in the high school curriculum."

Exhibit 1 lists Cal-SCHLS measures assessing various aspects of student learning environments, including rigor, relevance, and success orientation, as well as general supportiveness. Related to these measures are CHKS measures assessing the degree to which students experience caring adult relationships, high expectations, and opportunities for meaningful participation in their school.

---

12 Gates, 2005; Middleton & Midgley, 2002.

13 Darling-Hammond, 2010.

14 Dee, 2003; Middleton & Midgley, 2002.

15 Desimone & Long, 2010; Harris & Herrington, 2006.

16 Daggert, 2005; Klem & Connell, 2004; Legters, Balfanz, & McPartland, 2002; Tolman, Ford, & Irby 2003; Wallach, Ramsey, Lowry, & Copland, 2006.

Exhibit 1. Cal–SCHLS Items: Student Learning Environment

Cal–SCHLS ITEMS		TABLES

GENERAL SUPPORTIVENESS

Student (CHKS)	This school is a supportive and inviting place for students to learn. (SC 11)	SC 11
Staff (CSCS)	This school is a supportive and inviting place for students to learn. (Q6)	2.1
Parent (CSPS)	This school is an inviting place for students to learn. (Q14)	2.2

SUCCESS ORIENTATION

Student (CHKS)	This school promotes academic success for all students. (SC 10)	SC 10
Staff (CSCS)	This school promotes academic success for all students. (Q8)	2.3
Parent (CSPS)	This school promotes academic success for all students. (Q7)	2.1

ACADEMIC RIGOR

Staff (CSCS)	This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality. (Q20)	4.9
Staff (CSCS)	This school sets high standards for academic performance for all. (Q7)	2.2
Parent (CSPS)	This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality. (Q10)	2.9

RELEVANCE

Student (CHKS)	I have participated in the following career–related activities at this school. (SC 16)	SC 16
Student (CHKS)	Teachers show how classroom lessons are helpful to students in real life. (SC 7)	SC 7
Staff (CSCS)	This school emphasizes teaching lessons in ways relevant to students. (Q11)	2.5

2 MOTIVATION & CONNECTEDNESS

In order to achieve rigorous academic goals, students need not only a challenging and engaging curriculum, but they need to be emotionally connected to their learning. Schools also need to engage students by promoting a sense of belonging or connectedness to the school. Children who feel connected to school want to come to school each morning. Despite challenges in their families and neighborhoods, connected youth look forward to seeing their friends and teachers at school because they feel valued, respected, and supported by them.[17]

There are various methods for motivating students emotionally, from using high-interest, multisensory education materials, to linking school projects to students' personal interests. Additionally, schools boost students' sense of belonging at school by including positive behavior management practices at the classroom and school levels, reducing school size, and encouraging participation in extracurricular activities.[18]

The rewards for a focus on motivation and connectedness are many. Connected youth report experiencing higher quality peer relationships; they believe that their friendships at school are positive, supportive, and low in conflict.[19] Ultimately, engaged and connected youth stay in school, avoiding the long-term consequences of dropping out.[20] They are less likely to experience behavioral, psychological, and health-related barriers to learning.[21] Youth who are connected to school experience lower rates of emotional distress, including symptoms of depression and anxiety, both in the short-term and over the course of their young adult lives.[22] These youth also have lower rates of substance use, including tobacco, alcohol, and drug use.[23]

Not only are these children more satisfied with their schools, but the positive effects extend into their home lives. Some of the adverse consequences of early risks, such as negative family functioning and weak social skills in childhood are buffered by students' connectedness to school.[24]

The Cal-SCHLS surveys measure various aspects of engagement, motivation, and connectedness, as shown in Exhibit 2. School connectedness is measured using the five-item school connectedness scale from the Congressionally-mandated National Longitudinal Study on Adolescent Health (Add Health) that asks about the degree to which students feel safe, happy, close to adults, treated fairly, and a part of the school.

---

17   Goodenow, 1993.
18   McNeely, Nonnemaker & Blum, 2002.

19   Loukas, Suzuki & Horton, 2006.
20   Archambault, Janosz, Morizot, & Pagani, 2009.
21   Resnick et al., 1997.
22   Shochet, Dadds, Hamm, & Montague, 2006.
23   Bond et al., 2007.
24   Loukas, Suzuki & Horton, 2006; Loukas, Roalson & Herrera, 2010; Ross, Shochet & Bellair, 2010.

Exhibit 2. Cal-SCHLS Items: Motivation & Connectedness

	Cal-SCHLS ITEMS	TABLES
MOTIVATION FOR LEARNING		
Student (CHKS)	Students at this school are motivated to learn. (SC 9)	SC 9
Staff (CSCS)	Based on your experience, how many students at this school are motivated to learn? (Q55)	5.1
SCHOOL CONNECTEDNESS		
Student (CHKS)	I feel close to people at this school. (HS A.ll / MS A.10)	A3.10
Student (CHKS)	I am happy to be at this school. (HS A.l2 / MS A.11)	A3.10
Student (CHKS)	I feel like I am part of this school. (HS A.l3 / MS A.12)	A3.10
Student (CHKS)	Teachers at this school treat students fairly. (HS A.l4 / MS A.13)	A3.10
Student (CHKS)	I feel safe in my school. (HS A.l5 / MS A.14)	A3.10
Student (CHKS)	School Connectedness Scale	A3.1

3 DEVELOPMENTAL SUPPORTS & OPPORTUNITIES

In order to ensure that students are fully engaged in learning, achieve to their highest academic ability, and make successful transitions to young adulthood, schools must broaden their scope to stress not only the cognitive development required within a high–stakes testing climate, but also the social, emotional, and civic development that youth require. Schools can promote healthy interpersonal functioning as well as successful learning in young people by fostering conditions, and opportunities that meet their basic needs for safety, belonging, respect, identity, power, challenge, mastery, and meaning. Young people who experience autonomy, competence, and belonging are more likely to develop the social and emotional competencies, including social problem solving and emotional regulation skills that are associated with healthy functioning and successful learning.[25]

FOSTERING YOUTH DEVELOPMENT

Recognition of the essential importance of meeting the needs to achieve positive academic, social–emotional, and health outcomes is usually referred to as fostering positive youth development. Social–emotional learning, character education, and positive behavioral supports are three examples of school programs that embody a youth development perspective.

Youth development strategies and practices draw heavily on the large body of research on resilience—the positive capacity for people to overcome trauma, adversity, and everyday stress. This research documents the power of communities, including the schools within them, to provide the developmental supports and opportunities that enable the positive growth and success of youth. In particular, schools, families, and communities rich in three developmental supports assessed by Cal–SCHLS (i.e., caring, supportive adult relationships, messages that communicate high expectations for success, and opportunities for meaningful participation) are associated with positive educational, health, and social outcomes.[26] They are "protective factors" that buffer against the adversities, risks, and learning barriers that children may experience (including likelihood of involvement in substance use and violence) and they enable and motivate them to both learn and live healthy lives.[27]

As illustrated in Figure 1 (p. 10), these three supports play such a powerful role as school improvement strategies by meeting the developmental needs of youth, fostering the competencies and skills they need to succeed, and connecting them to the school. In their classic research into effective schools in high poverty communities, Michael Rutter and colleagues (1979) found that "turnaround schools"—schools that, despite their many challenges, were successfully able to narrow the achievement gap—were those that created a school climate rich in these three protective factors.

As discussed below and shown in Exhibit 3, (p. 11) the Cal–SCHLS surveys measure each of the three key student developmental supports in the school environment. The CHKS Core Module measures each of the developmental supports using three questions, which are then combined into a scale that has been shown to have high reliability among secondary students. The CHKS report provides the results for each question plus the percentage of students that are classified as high, moderate, or low in adult caring relationships, high expectations, and meaningful participation based on the student responses to each question. Racial/ethnic breakdowns are also provided to assist in determining equity disparities (see Special Topic Section 4: Respect for Diversity, Instructional Equity, & Cultural Sensitivity, p. 13).

Also discussed in this section is how the CHKS can be used to assess (1) the presence of these three developmental supports in the home environment as a guide for parent involvement efforts; and (2) the degree to which students are characterized by the six skills and competencies that are associated with school and life success, and the presence in their lives of the three resilience factors, as shown in Figure 1.

In addition, the CSCS asks staff a series of questions related to youth development in the school, including practices currently made available to students (character education, addressing social–emotional needs) and staff professional development needs (see Exhibit 3).

ADULT SUPPORT: CARING RELATIONSHIPS

Caring relationships between students and their teachers or other adults in the school are the most powerful of developmental supports for improving academic performance.[28] A single positive, trusting relationship with a caring adult can make an enormous difference in the ability of children to overcome a host of negative life experiences.[29] Students who report caring and supportive interpersonal relationships in school have more positive academic attitudes and values, are more satisfied with school,[30]
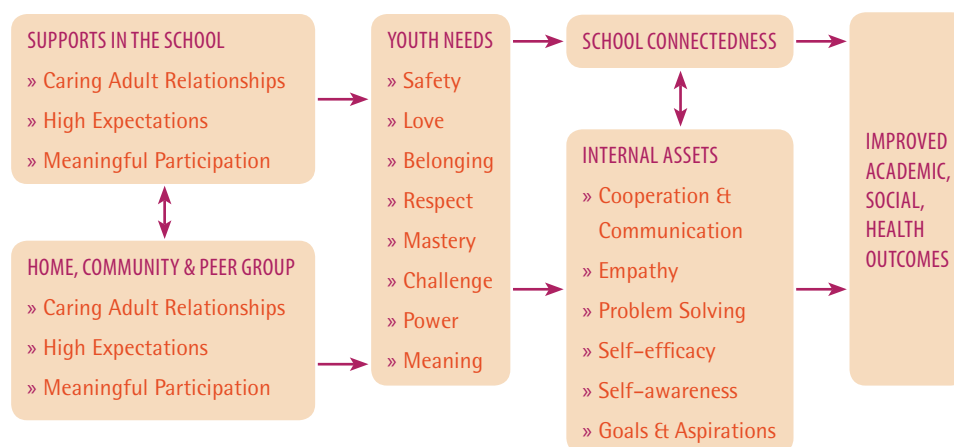
25   Benard, 1991; 2004.

26   Benard 2004.

27   See also Bransford, Brown, & Cocking, 2000; Greenberg et al., 2003; Lester, Masten, & McEwen 2006; Resnick et al., 1997.

28   Benard, 2004; Comer et al., 1999; Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008; Resnick, 2000; Werner & Smith, 2001.

29   Werner & Smith, 2001.

30   Battistich et al., 1995; Ryan & Deci, 2000; Shouse, 1996.

Figure 1. School Youth Development Conceptual Model

SUPPORTS IN THE SCHOOL
» Caring Adult Relationships
» High Expectations
» Meaningful Participation

HOME, COMMUNITY & PEER GROUP
» Caring Adult Relationships
» High Expectations
» Meaningful Participation

YOUTH NEEDS
» Safety
» Love
» Belonging
» Respect
» Mastery
» Challenge
» Power
» Meaning

SCHOOL CONNECTEDNESS

INTERNAL ASSETS
» Cooperation & Communication
» Empathy
» Problem Solving
» Self–efficacy
» Self–awareness
» Goals & Aspirations

IMPROVED ACADEMIC, SOCIAL, HEALTH OUTCOMES

attend school more frequently, learn more,[31] and report being more engaged in academic work.[32]

The profound impact that relationships have on student outcomes is further highlighted by results from the National Longitudinal Study of Adolescent Health, which sampled over 100,000 adolescents. In addition to the numerous benefits above, adolescents who felt cared for by their teachers were far less likely to be involved in health risk behaviors that impede learning, including alcohol and drug use, and violence.[33] Results are similar in California. In one study, student test scores (SAT–9) improved over a one–year period in relationship to the level to which students reported caring relationships at school (as they also did for high expectations).[34]

ADULT SUPPORT: HIGH EXPECTATIONS

Holding students to high expectations for academic success is a mantra of school reform efforts. Perhaps more than any other vari-

able, low expectations on the part of school staff have been correlated with poor student academic outcomes. Conversely, schools that establish high expectations for all youth—and give them the support necessary to achieve them—have high rates of academic success.[35]

However, as Perez et al. (2007:76) observe, "What constitutes high expectations is a matter of debate." It has encompassed: (1) verbal encouragement to students that their school is the best; (2) making schools "fun and exciting"; and (3) pressure to succeed on tests, which can by itself be counterproductive, leading to stress and reduced connectedness. Research shows that effective high–expectation messages must convey that adults in the school believe students can and will succeed, that they won't give up on them but will encourage and help them to do their best, nurturing each youth's unique strengths and pathways to success. Such "challenge + support" messages allow for the freedom and exploration necessary to develop the sense of competency, autonomy, identity, and self–control youth need to succeed academically.

---

31   Bryk, Lee, & Holland, 1993.
32   Eccles et al., 1983; Gambone et al., 2004; Wigfield & Harold, 1992.
33   Resnick et al., 1997.
34   Hanson, Austin, & Lee–Bayha, 2004.

35   Hanson, Austin, & Lee–Bayha, 2004.

ADULT SUPPORT: RELATIONSHIP BETWEEN CARING RELATIONSHIPS AND HIGH EXPECTATIONS

Caring relations and high expectations appear to work in concert in motivating students to learn and improving performance. On the one hand, research indicates that students who have a high sense of community or connectedness rooted in caring relationships with teachers and other staff may be more motivated to abide by the norms and values emphasized by the school. On the other hand, without a clear school–wide cultural emphasis on academic excellence among school staff, fostering a sense of community in itself is not enough to produce academic achievement gains among students (Lee & Smith, 1999). Combined, caring relationships and high expectations, along with quality pedagogy, appear to be the linchpins of a positive school climate. Psychometric analyses (Hanson & Kim, 2007) and student focus groups conducted by WestEd (Benard & Slade, 2008), point to one factor underlying this association: students perceive supportive high–expectations messages as indications that teachers care about them.

OPPORTUNITIES FOR MEANINGFUL PARTICIPATION

Opportunities for meaningful student participation in school constitutes the third important developmental support queried in the Cal–SCHLS system. "Meaningful" means that the opportunities are relevant, engaging, and/or foster a sense of responsibility and contribution. Student participation is meaningful when contributions to the school and classroom environment are facilitated, rather than directed, by adults. Learning opportunities are meaningful when they are connected to students' personal interests and are applicable to their lives.

Meaningful opportunities contribute to students' sense of autonomy and control, increase their involvement in school, and engage their motivation to learn and achieve.[36] Additionally, meaningful participation at school helps cultivate students' self–efficacy; decision–making and leadership skills; and personal talents and strengths. In fact, teachers in high–performing schools tend to report that influence over decisions is shared among all groups, including students.[37]

A variety of pedagogical practices encourage meaningful participation in youth. For example, the practice of having students set challenging learning goals for themselves has been linked to gains in students' feeling of control over their performance, and, ultimately, in scores on measures of academic achievement.[38] Other pedagogical practices that encourage meaningful participation include project–based learning, hands–on activities, field–based learning (i.e., museums, college campuses, etc.), and intra–curricular projects.[39] Involvement in extracurricular activities is a common indicator of commitment or connectedness to school.[40]

---

36   Benard, 2004; Fraser 1991; Kellmayer, 1996; Jennings, 2003.

37   Leithwood & Mascall, 2008.
38   Phillips & Gully, 1997.
39   Benard & Slade, 2009.
40   Libbey, 2004.

Exhibit 3. Cal–SCHLS Items: Developmental Supports & Opportunities for Learning in the School

	Cal–SCHLS ITEMS	TABLES
YOUTH DEVELOPMENT		
Staff (CSCS)	This school emphasizes helping students with their social, emotional, and behavioral problems? (Q2.13)	8.4
Staff (CSCS)	To what extent does this school provide character education? (Q2.21)	8.6
Staff (CSCS)	To what extent does this school foster youth development, resilience, or asset promotion? (Q2.15)	8.5
Staff (CSCS)	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas ... meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)? (Q51)	3.10
Parent (CSPS)	This school provides quality programs for my child's talents, gifts, or special needs. (Q22)	2.5
Parent (CSPS)	This school provides quality counseling or other ways to help students with social or emotional needs. (Q13)	2.6
Parent (CSPS)	This school provides quality activities that meet my child's interests and talents, such as sports, clubs, or music. (Q21)	2.15
ADULT SUPPORT: CARING RELATIONSHIPS		
Student (CHKS)	At my school, there is a teacher or some other adult who really cares about me. (HS A.16 / MS A.15)	A3.11

Student (CHKS)	At my school, there is a teacher or some other adult who notices when I am not there. (HS A.17 / MS A.16)	A3.11
Student (CHKS)	At my school, there is a teacher or some other adult who listens when I have something to say. (HS A.18 / MS A.17)	A3.11
Student (CHKS)	School Connectedness Scale	A3.1
Staff (CSCS)	How many adults at this school really care about every student? (Q33)	3.1
Staff (CSCS)	How many adults at this school acknowledge and pay attention to students? (Q34)	3.2
Staff (CSCS)	How many adults at this school listen to what students have to say? (Q36)	3.3

ADULT SUPPORT: HIGH EXPECTATIONS

Student (CHKS)	At my school, there is a teacher or some other adult who tells me when I do a good job. (HS A.17 / MS A.16)	A3.11
Student (CHKS)	At my school, there is a teacher or some other adult who always wants me to do my best. (HS A.19 / MS A.18)	A3.11
Student (CHKS)	At my school, there is a teacher or some other adult who believes that I will be a success. (HS A.21 / MS A.20)	A3.11
Student (CHKS)	School Connectedness Scale	A3.1
Staff (CSCS)	How many adults at this school want every student to do their best? (Q35)	3.4
Staff (CSCS)	How many adults at this school believe that every student can be a success? (Q37)	3.5

OPPORTUNITIES FOR MEANINGFUL PARTICIPATION

Student (CHKS)	At school I do interesting activities. (HS A.22 / MS A.21)	A3.11
Student (CHKS)	At school I help decide things like class activities or rules. (HS A.23 / MS A.24)	A3.11
Student (CHKS)	At school I do things that make a difference. (HS A.24 / MS A.23)	A3.11
Student (CHKS)	Teachers give students a chance to take part in classroom discussions or activities. (SC8)	SC8
Student (CHKS)	School Connectedness Scale	A3.1
Staff (CSCS)	This school encourages opportunities for students to decide things like class activities or rules. (Q16)	3.6
Staff (CSCS)	This school gives all students opportunities to "make a difference" by helping other people, the school, or the community (e.g., service learning). (Q19)	3.9
Staff (CSCS)	This school gives all students equal opportunity to participate in classroom discussions or activities. (Q17)	3.7
Staff (CSCS)	This school gives all students equal opportunity to participate in numerous extracurricular and enrichment activities. (Q18)	3.8
Parent (CSPS)	This school gives all students opportunity to "make a difference" by helping other people, the school, or the community. (Q11)	2.11
Parent (CSPS)	This school gives my child opportunities to participate in classroom activities. (Q18)	2.12

RESPECT FOR DIVERSITY, INSTRUCTIONAL EQUITY & CULTURAL SENSITIVITY

Special Topic 3 (Developmental Supports & Opportunities, p. 9) emphasized the importance of creating school climates characterized by caring relationships, high expectations, and meaningful participation for all students. Being treated fairly, equitably, and respectfully contribute to fostering these developmental supports, which lead to an outcome of greater school connectedness.

Being a state with an array of students from diverse ethnic, cultural, and racial backgrounds, California's schools face many challenges related to issues of equity and cultural sensitivity. The gaps in achievement between white students and students from other ethnic groups; English Learners and native English speakers; socio–economically disadvantaged and non–disadvantaged students; and students with disabilities and without disabilities, is a great obstacle for many, if not all, of California's schools. No school can expect to have a positive, inclusive environment when subgroups feel threatened, marginalized, or ignored altogether. Filling the chasm that has developed requires a concerted focus on improving culturally sensitive and fair practices, reducing students' experience of stereotype and bias in schools, and improving instructional equity.

In support of the state's efforts to close its persistent racial–ethnic achievement gap, providing data to address issues of diversity, respect, equity, and culture became a major focus of Cal–SCHLS, as shown in Exhibit 4 (p. 14).

CULTURAL SENSITIVITY AND FAIR PRACTICES FOR REDUCING BIAS AND STEREOTYPE

Smith, Atkins, & Connell (2003) found that students who experienced higher levels of racial–ethnic trust with teachers and perceived fewer barriers due to race and ethnicity also show more trust and optimism, and higher academic performance. Alternatively, children who exhibited racial distrust, and perceived that barriers they experienced were due to race, had reduced academic performance.

Cultural sensitivity is also represented by the diversity of school staff. The California P–16 Council (2008: 32–33) observed that the paucity of teachers of color in California magnifies the need for all teachers, especially those teaching children of color, as well as administrators and other staff, to have "a deeper understanding of every student's culture." "In the absence of such training," the Council observes, "the ground remains fertile for low expectations, unequal access to rigorous curricular programs, and for the groups

listed previously, a disproportional enrollment in special education programs."

In their study of 2000 census data, Hernandez, Denton, & Macartney (2009) reported that twenty–three percent of second–generation, and twenty percent of third–generation Hispanic children drop–out of school. Among their reasons are lack of respect and acceptance for diversity, low expectations, and poor teacher–student relationships.[41] In response, scholars call for increased emphasis on bilingual education: early childhood education; and creative programs that connect families to the schools, such as adult education opportunities that are open to parents.

Underlying any specific policy or program meant to reach children and families from minority groups is a core belief in the value of diversity. Students feel connected to schools where they can expect to be treated fairly, equitably, and respectfully. Children who experience racial discrimination from teachers or peers demonstrate declines in grades and academic self–concept and tend to make friends who are disengaged from school and involved in risky behaviors.[42] Alternatively, in studies of high achieving African American students from low–income backgrounds, the cultivation and maintenance of trusting relationships between staff and students predicts improved academic and social outcomes. Teachers in these schools showed concern for students' welfare and demonstrated both respect and high expectations for them all.[43]

INSTRUCTIONAL EQUITY AND PROFESSIONAL DEVELOPMENT

High expectations and rigorous curriculum and instruction, coupled with support for learning, are among the conditions identified as promoting school connectedness.[44] Evidence suggests that students of color experience lower expectations set by teachers and receive less rigorous instruction.[45] Minority students are more likely to drop out of school than whites, and students in general are more likely to drop out when they experience less rigorous curricula, entrenched tracking programs, and disengaged teachers.[46]

Providing culturally responsive professional development supports culturally responsive pedagogy, and culturally responsive pedagogy is a key step in addressing the lack of connection between students and teachers, student engagement and connectedness to school, and, ultimately, to academic performance. In a survey of 5,300 teachers of English learners in California, Gándara, Maxwell–Jolly, & Driscoll (2005) found that more than half of teach-

---

41   Smith, 2005.

42   Smith, Atkins, & Connell, 2003; Wong, Eccles, & Sameroff, 2004.

43   Davis & Pokomy, 2004.

44   Blum, 2005.

45   National Research Council, 2004.

46   Bryk & Thum, 1989; Rumberger, 1995.

ers with twenty-six to fifty percent of their students designated as English Learners (EL) had either zero or one in-service training sessions devoted to the instruction of EL students over a period of five years. Moreover, a primary complaint of respondents was that the in-service sessions were of uneven quality.[47] In response to these distressing findings, the California P-16 Council (2008), recommended that schools and districts provide culturally relevant professional development for all school personnel. To communicate messages clearly and optimize student achievement through high quality teaching practices, California's educators need to have a cultural understanding of themselves, the students they teach, and the communities that house them.

---

47   Gándara & Rumberger, 2006.

Exhibit 4. Cal-SCHLS Items: Respect for Diversity, Instructional Equity, & Cultural Sensitivity

Cal-SCHLS ITEMS	TABLES
CULTURAL SENSITIVITY & FAIR PRACTICES FOR REDUCING BIAS & STEREOTYPE	

RESPECT FOR YOUTH, GENERAL

Student (CHKS)	Adults at this school treat all students with respect. (SC1)	SC1
Staff (CSCS)	How many adults at this school treat every student with respect? (Q39)	4.4
Parent (CSPS)	This school treats all students with respect. (Q8)	2.4

RESPECT FOR DIVERSITY

Student (CHKS)	I have been disrespected by an adult at this school because of my race, ethnicity, or culture. (SC3)	SC3
Staff (CSCS)	This school fosters an appreciation of student diversity and respect for each other. (Q24)	4.1
Staff (CSCS)	This school emphasizes showing respect for all students' cultural beliefs and practices. (Q25)	4.5
Parent (CSPS)	This school communicates the importance of respecting all cultural beliefs and practices. (Q17)	2.10

FAIRNESS

Student (CHKS)	Teachers at this school treat me fairly. (HS A.14 / MS A.13)	3.10
Staff (CSCS)	How many adults at this school treat all students fairly? (Q38)	4.3
Parent (CSPS)	This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality. (Q10)	2.11

RACIAL/ETHNIC CONFLICT

Student (CHKS)	There is a lot of tension in this school between different cultures, races, or ethnicities. (SC4)	SC4
Staff (CSCS)	How much of a problem at this school is racial/ethnic conflict among students? (Q62)	4.2
Parent (CSPS)	How much of a problem at this school is racial/ethnic conflict among students? (Q30)	4.4

INSTRUCTIONAL EQUITY & PROFESSIONAL DEVELOPMENT		

CULTURALLY SENSITIVE INSTRUCTIONAL MATERIALS

Student (CHKS)	My class lessons include examples of my racial, ethnic, or cultural background. (SC2)	SC2
Staff (CSCS)	This school emphasizes using instructional materials that reflect the culture or ethnicity of its students. (Q21)	4.6
Parent (CSPS)	This school provides instructional materials that reflect my child's culture, ethnicity, and identity. (Q19)	2.12

INSTRUCTIONAL EQUITY

Staff (CSCS)	This school considers closing the racial/ethnic achievement gap a high priority. (Q23)	4.8
Staff (CSCS)	This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality. (Q20)	4.9

Staff (CSCS)	This school has staff examine their own cultural biases through professional development or other processes. (Q22)	4.7
Staff (CSCS)	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas …	
	… closing the achievement gap? (Q49)	4.10
	… working with diverse racial, ethnic, or cultural groups? (Q46)	4.11
	… culturally relevant pedagogy for the school's student population? (Q47)	4.12
	… serving English language learners? (Q48)	4.13

5 STUDENT SAFETY & PROBLEM BEHAVIORS

This special topic section reviews questions related to school safety and to student behaviors such as violence, bullying, substance use at school, and truancy that reflect and/or contribute to negative school climate conditions (see Exhibit 5, p. 18). Questions related to school programs and services that address these problems are discussed in Special Topic Section 6 (Organizational Supports, p. 20).

One theme of school–climate research is the reciprocal relationship between misbehavior or antisocial behavior and academic failure. Poor perceptions of school climate are associated with risk–taking and violent behaviors among students and reduced feelings of safety.[48] Also, schools with poor school climates have higher rates of potential threats to safety, but students are less willing to report these threats to school staff.[49]

What is more, there is evidence suggesting that school climate factors are highly predictive of teacher victimization rates at school.[50]

Physical violence and weapons on campus have long been a major public concern. Equally disruptive are the uncounted acts of bullying, teasing, and nonviolent misbehavior among youth.[51] More attention needs to be directed toward the adverse effect of less severe disruptive student behaviors, such as substance use and sales on campus, fighting, and harassment. These behaviors adversely affect not only students' ability to learn and willingness to attend school, but also the overall school environment, the ability of teachers to teach, and the willingness of adults to enter the teaching profession.

PERCEIVED SCHOOL SAFETY

Physical and psychological safety are essential for good learning and teaching.[52] Indeed, Maslow (1954) considered safety and security second in importance in the hierarchy of basic needs (after physiological needs) that must be satisfied before individuals are able to attend to the higher–level needs (i.e., love/belonging, sense

---

48 Resnick et al., 1997; Welsh, 2000.
49 Eliot, Cornell, Gregory, & Fan, 2010; Syvertsen et al., 2009.

50 Gottfredson et al., 2005.
51 Juvonen & Graham, 2001; Rigby, 2001.
52 Bluestein, 2001; Bowen & Bowen, 1999; Dwyer & Osher, 2000; Klinger, 2000; Learning First Alliance, 2001.

COMPARING STUDENT AND ADULT PERCEPTION OF HARASSMENT, BULLYING AND FIGHTING

While questions asked of adults and students are slightly different, comparisons of these questions provide useful information to monitor change in the presence of dangerous conditions at schools, and adult awareness of student day–to–day experiences. By attending to these student experiences and needs, schools can improve the climate of the school and reduce the risk of future aggression on campus. Sharing student experiences with adults may facilitate building adult support to develop strategies that address these issues.

of competence/mastery, and self actualization) associated with school achievement and success in life. Safe environments enhance creativity, cooperative behavior, exploration, and positive risk-taking. They are also characteristic of a high-quality school, one in which students feel a sense of belonging.[53]

Violence—and the fear of it—can have devastating, long-lasting effects on young people. Chronic fear and experiences of violence at school not only puts youth at risk of physical injury but also interferes with their successful completion of normal developmental processes. It reduces their ability to concentrate and learn, and thereby their chances for school success. Indeed, emerging evidence suggests exposure to violence has lifelong effects on learning.[54] But the concept of safety is more than the antithesis of violence. School safety is psychological as well as physical. Feelings of insecurity can have multiple sources, not all of which correctly reflect the level of danger and violence on a school campus, such as verbal bullying, as discussed below. Both physical and psychological safety is essential for high quality teaching and learning.

Cal-SCHLS measures perceived school safety for students, staff, and parents. In addition, students are asked to indicate their level of safety (from very unsafe to very safe). These perceptions can be compared with the actual level of violence and other safety-related indicators self-reported by students (see below). Staff are also asked how much they agree the school is safe for staff (see Special Topic Section 8: Staff Working Environment, p. 24).

FIGHTING, BULLYING, AND HARASSMENT

The CHKS asks students a wide range of questions to ascertain the scope and nature of physical and verbal violence and victimization that occurred on campus in the past 12 months. Staff and parents are asked to indicate the degree to which physical fighting and bullying are a problem there.

A general CHKS question asks students about how often they engaged in a physical fight, regardless of the reason and their role (e.g., aggressor, victim, mutual engagement). Since the first school violence surveys were conducted in the late 1970s, fighting behav-

ior has been a major focus of concern due to the obvious potential for injury and harm, regardless of culpability. Physical fighting is a powerful indicator of tension and lack of respect among the students, for whatever reason.

Harassment in any form instills a sense of vulnerability, isolation, frustration, and fear among its victims. Threats, intimidation, rumors, and ostracism can cause youth to experience emotional distress or to engage in risk behaviors such as alcohol and drug use; or engage in avoidance behaviors such as missing school.

To assess victimization, the CHKS asks students about their experiences of several forms of physical and verbal bullying,[55] and the frequency they had been bullied for specific reasons (e.g., because of race/ethnicity, gender, religion, sexual orientation, disability, any other reason), a question used to calculate the total rate of harassment. Reflecting the psychological dimensions of bullying and safety, the CHKS also asks students about how many times they have been afraid of being beaten up.

DELINQUENCY, WEAPON'S POSSESSION AND USE, AND GANG MEMBERSHIP

In California schools, increases in standardized test scores among both low- and high-performing schools have been smaller in schools with high levels of vandalism, property theft, and weapon possession among students.[56]

While gang members are a relatively small proportion of the overall youth population, violence is still a major part of gang life. The presence of gangs at school is an important indicator of school disorder. For example, rates of violence are, in some cases, three times as high in schools where gangs are present.[57] Youth who identify themselves as gang members have been more likely than non-gang members to bring guns to school.[58]

The CHKS asks students generally if they are a member of a gang, and the CSPS and CSCS about how much of a problem at school is gang activity. To assess the level to which the climate is impacted

---

53 Dwyer & Osher, 2000.

54 Prothrow-Stith & Quaday, 1996.

55 CHKS table 6.11 shows results of another indicator of harassment related to mean rumors or lies spread over the internet.

56 Hanson, Austin & Lee-Bayha, 2004.

57 Snyder & Sickmund, 1999.

58 Cornell & Loper, 1998.

HOW SUBSTANCE USE, SCHOOL CLIMATE, AND ACADEMIC ACHIEVEMENT ARE RELATED

One explanation is that substance use contributes to academic difficulties. Early onset of substance use in particular has been associated with lower school performance over time (Fleming et al., 2005). Another explanation is that students become more likely to engage in unhealthy behaviors such as substance use as a consequence of the frustration and estrangement associated with poor school performance. A third explanation is that substance use and poor academic performance represent just one aspect of a more generalized tendency toward deviance and unconventionality. Research provides evidence to support each of these explanations, indicating that substance use and academic performance are complementary or reciprocal—each influences the other (Hanson, Austin, & Lee-Bayha, 2003).

by crime- or violence-related activities, the CHKS asks students how many times during the past 12 months on school property had they: had property stolen or deliberately damaged; damaged school property on purpose; carried a gun or other weapon; threatened someone with a weapon; or saw a gun/weapon on campus. Staff members are asked how much of a school problem is theft; and both staff and parents are asked about vandalism and weapons possession as problems.

SUBSTANCE USE AND AVAILABILITY AT SCHOOL

The misuse of alcohol and other drugs (AOD) continues to be among the most important issues confronting the nation. For schools, the problem is particularly relevant. It is estimated that each year substance abuse costs schools at least $41 billion dollars in truancy, special education, and disciplinary problems; disruption; teacher turnover; and property damage.[59] Years of research have also shown that adolescent substance use is closely connected to lower academic success. Adolescents who use drugs have been found to have reduced attention spans, lower investment in homework, lower grades and test scores, more negative attitudes toward school, increased absenteeism, and higher dropout rates.[60] Reflecting these data, high school staff in California are more likely to perceive alcohol and drug use as moderate to severe problems at their schools than all of seven violence-related indicators (49% for both alcohol and drugs in 2004–06), ranking them among the top 3 of 14 problem indicators.

Use at school is especially troubling. Cal-SCHLS asks students about both their own AOD use at school and how often they have been offered drugs there (gifted or for sale). AOD use before or while attending school indicates a particularly strong affiliation with the drug-using peer culture and a high degree of estrangement from school. It reflects a level of drug involvement so pervasive that the potential repercussions for violation of school rules are being disregarded by these youths. This is behavior that threatens not only the user's learning ability but also school efforts to educate all youth. Indicative of this, Hanson and colleagues (2003) found that substance use and intoxication at school, and being offered drugs at school, as well as lifetime intoxication, were significantly related to changes in California achievement test scores one year later. Schools with proportionately large numbers of students

who reported these behaviors exhibited smaller gains in test scores than other schools.

SCHOOL TRUANCY

Among high school staff, truancy is regarded as the top-rated of 14 potential problems on the CSCS.[61] Obviously, for students to learn they need to be attending school regularly. Poor attendance is a marker of a wider variety of other problems, as well as low student connectedness to school and learning engagement. Truancy has been identified as one of the most powerful predictors of not only poor achievement but also delinquency.[62] Truants are also more likely to use drugs and have deviant friends. For example, US Department of Education statistics show that two-thirds of male juveniles tested positive for drug use while truant. Cal-SCHLS asks students how often they cut classes or skipped school in the past year, and asks staff and parents how much of a problem that behavior is at the school.

DISRUPTIVE BEHAVIOR

Unruly student behavior and problems related to discipline are indicators of both low student engagement and poor school climate; they interfere with both teachers' ability to teach and students' ability to learn. Research consistently supports a direct relationship between student time on task and student academic achievement.[63] The time taken to correct one student's behavior negatively impacts the allocated instructional time of the teacher and the academic engagement of other students, who are distracted by the interruption.[64] Gottfredson (2001) reports that, nationwide, 27% of teachers say that student misbehavior keeps them from teaching "a fair amount to a great deal of the time."

Discipline problems also impact efforts to retain teachers, who are not generally sent out from schools of education prepared for the realities of today's classrooms. Teachers are ill equipped to deal with disruptive and delinquent behaviors, and often feel under siege and defenseless.[65] In one recent survey, more than 1 in 3 teachers said colleagues had left because student discipline was such a challenge and the same number personally considered leaving.[66]

59   CASA, 2001.

60   Braggio & Pishkin, 1993; Eggert & Herting, 1993; Elias et al., 1991; Sculenber et al., 1994.

61   Austin & Bailey, 2008.

62   Cairns, Cairns, & Neckerman, 1989; Rumberger, 1987.

63   Brookover, Erickson & McEvoy, 1996.

64   McEvoy & Welker, 2000.

65   Hennen, 2005.

66   Public Agenda, 2004.

Exhibit 5. Cal–SCHLS Items: Student Safety & Problem Behaviors

Cal–SCHLS ITEMS		TABLES

PERCEIVED SCHOOL SAFETY

Student (CHKS)	I feel safe in my school. (HS A.15 / MS A.14)	A3.10
Student (CHKS)	How safe do you feel when you are at school? (HS A.119 / MS A.101)	A6.10
Student (CHKS)	During the past 12 months, how many times on school property have you ...	A6.2
	... been pushed, shoved, hit, etc.? (HS A.100–102 / MS A.82)	A6.2
	... been in a physical fight? (HS A.101–102 / MS A.83)	A6.2
	... been afraid of being beaten up? (HS A.102 / MS A.84)	A6.2
Staff (CSCS)	This school is a safe place for students. (Q29)	2.18
Parent (CSPS)	This school is a safe place for my child. (Q23)	2.3

FIGHTING, BULLYING, AND HARASSMENT

Student (CHKS)	During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons?	A6.7
	... race, ethnicity, or national origin (HS A.113 / MS A.95)	A6.7
	... religion (HS A.114 / MS A.96)	A6.7
	... gender (HS A.115 / MS A.97)	A6.7
	... sexual orientation (HS A.116 / MS A.98)	A6.7
	... physical/mental disability (HS A.117 / MS A.99)	A6.7
	... any other reason (HS A.118 / MS A.100)	A6.7
Student (CHKS)	During the past 12 months, how many times on school property have you	A6.1
	... had mean rumors or lies spread about you? (HS A.103 / MS A.85)	A6.1
	... had sexual jokes, comments, or gestures made to you? (HS A.104 / MS A.86)	A6.1
	... been made fun of because of your looks or the way you talk? (HS A.105 / MS A.87)	A6.1
Staff (CSCS)	How much of a problem at this school is harassment and bullying among students? (Q59)	6.1

DELINQUENCY, WEAPON'S POSSESSION & USE, AND GANG MEMBERSHIP

VANDALISM

Student (CHKS)	During the past 12 months, how many times on school property have you had property stolen or damaged? (HS A.106 / MS A.88)	A6.3
Student (CHKS)	During the past 12 months, how many times on school property have you damaged school property on purpose? (HS A.108 / MS A.90)	A6.3
Staff (CSCS)	How much of a problem at this school is vandalism (including graffiti)? (Q68)	6.3
Parent (CSPS)	Based on your experience, how much of a problem at this school is vandalism (including graffiti)? (Q34)	4.8

THEFT

Student (CHKS)	During the past 12 months, how many times on school property have you had property stolen or damaged? (HS A.106 / MS A.88)	A6.3
Staff (CSCS)	How much of a problem at this school is theft? (Q69)	6.4

WEAPON(S) POSSESSION

Student (CHKS)	During the past 12 months, how many times on school property have you carried a gun? (HS A.109 / MS A.91)	A6.4
Student (CHKS)	During the past 12 months, how many times on school property have you carried any other weapon? (HS A.110 / MS A.92)	A6.4
Staff (CSCS)	How much of a problem at this school is … weapons possession? (Q67)	6.6
Parent (CSPS)	Based on your experience, how much of a problem at this school is weapons possession? (Q33)	4.7

GANG–RELATED ACTIVITY

Student (CHKS)	Do you consider yourself a member of a gang? (HS A.121 / MS A.104)	A6.8
Staff (CSCS)	How much of a problem at this school is gang–related activity? (Q66)	6.5
Parent (CSPS)	Based on your experience, how much of a problem at this school is gang–related activity? (Q32)	4.6

SUBSTANCE USE & AVAILABILITY AT SCHOOL

Student (CHKS)	During your life, how many times have you been drunk on alcohol or high on drugs on school property? (HS A.55 / MS A.44)	A4.13
Student (CHKS)	During the past 30 days, on how many days on school property did you have at least one drink of alcohol? (HS A.73 / MS A.58)	A4.12
Student (CHKS)	During the past 30 days, on how many days on school property did you smoke marijuana? (HS A.74 / MS A.59)	A4.12
Student (CHKS)	During the past 30 days, on how many days on school property did you take any illegal drug or pill? (HS A.75 / MS A.60)	A4.12
Staff (CSCS)	How much of a problem at this school is student alcohol and drug use? (Q57)	6.7
Parent (CSPS)	Based on your experience, how much of a problem at this school is student alcohol and drug use? (Q27)	4.1

SCHOOL TRUANCY

Student (CHKS)	During the past 12 months, about how many times did you skip school or cut classes? (HS A.126 / MS A.108)	A2.7
Staff (CSCS)	How much of a problem at this school is cutting classes or being truant? (Q65)	5.2

DISRUPTIVE BEHAVIOR

Staff (CSCS)	How much of a problem at this school is lack of respect of staff by students? (Q64)	5.3
Staff (CSCS)	How much of a problem at this school is disruptive student behavior? (Q61)	5.5
Staff (CSCS)	Based on your experience, how many students at this school are well–behaved? (Q56)	5.4

6 ORGANIZATIONAL SUPPORTS

This special topic section reviews the questions under four areas of organizational supports related to school climate, most of which are included in the staff and parent surveys: (1) Policies, practices, and programs related to discipline and classroom management; (2) counseling and support services that address the behavioral learning barriers that students experience; (3) parent involvement; and (4) providing supportive school climates for youth with special needs. Organizational supports for staff themselves are addressed in Special Topic 8: Staff Working Environment (p. 24).

DISCIPLINE–RELATED POLICIES AND PRACTICE

The need for clarity and communication in behavioral expectations and rules, and fairness in the implementation of discipline, are common themes in the research and policy literature on delinquency, academic performance, and school climate.[67] Fairness of school discipline policies was one of the factors identified by Catterall (1998) as fostering "academic resilience." Rules must be fair, and the enforcement of them consistent and just. These characteristics of rules and their enforcement are essential for students to report being connected to school.[68] Ma & Willms (1995) argue that clear, reasonable rules and sanctions, active and proper enforcement, and positive relationships between students and school staff form the basic elements of a disciplinary climate conducive to academic success.[69] Consistent with this research, Gottfredson (2001) determined that delinquency prevention programs that have shown evidence of effectiveness typically set rules, communicate clear expectations for behavior, consistently enforce rules, and provide rewards for rule compliance and punishments for rule infractions. Schools that have poor interactions between administrators and teachers, are unnecessarily rigid in their discipline practices (i.e., zero tolerance policies), or are unfair in their disciplinary practices, tend to have more behavioral problems.[70]

Overall research has consistently shown that harsh discipline approaches such as zero tolerance can be counterproductive, making students feel less safe; undermining the fostering of a positive school climate and caring, respectful adult relationships, and

school connectedness; and increasing dropout rates.[71] For example, Hester, Gable, and Manning (2003) observe that when schools employ reactive, punitive approaches, they may have short–term success but fail to teach students more acceptable replacement behavior. There is a high probability that misbehavior will recur and it will negatively affect staff–student relationships. Skiba and Peterson (1999: 380) concluded: "Virtually no data suggest that zero tolerance policies reduce school violence, and some data suggest that certain strategies, such as strip searches or undercover agents in school, may create emotional harm or encourage students to drop out." McNeely, Nonnemaker, and Blum (2002), analyzing Add Health data, found that, despite their intent, students in schools with harsh discipline policies report feeling less safe and connected at school than do students in schools with more moderate policies. In short, discipline must be applied in the context of an overall approach that is focused on creating a positive, caring, and engaging school climate and is perceived as fair and respectful.[72]

Students, staff, and parents are all asked about the level to which school clearly communicates rules and fairly enforces them. In addition, staff are asked about the general effectiveness of discipline at the school, and a series of questions that probe how restrictive or punitive are policies related to discipline and behavior, including a general question on whether the school enforces "zero tolerance" policies.

AVAILABILITY AND QUALITY OF SOCIAL, EMOTIONAL, AND BEHAVIORAL HEALTH SERVICES

Counseling, prevention, and referral services are important to ensuring the overall well–being of students and positive climate of schools. By attending to barriers to learning that may be due to social, behavioral, emotional, and/or mental health issues, attendance and academic performance may improve. Moreover, according to Ascher and Maguire (2007), the need for guidance counseling is especially important to low–income students who are typically the first generation in their family to go to college.

In addition to the resources provided by school personnel, schools are increasingly called to collaborate with local community organizations in order to provide a more comprehensive continuum of care to the students with the greatest need. For example, a consistent theme in reports on the results of the biennial California Student Survey has been the need for schools and community organizations to collaborate to provide intervention services target-

---

67   Welsh, 2000.

68   **Libbey, 2004.**

69   See also Klinger, 2000; Mayer & Leone, 1999.

70   Gottfredson & Gottfredson, 1985; Gregory & Cornell, 2009.

71   "Zero tolerance" generally refers to the strict application, without any leniency or exception, of a harsh penalty, usually expulsion, for behavioral infractions, particularly in regard to drugs and violence, no matter how minor.

72   Learning First Alliance, 2001; McEvoy & Welker, 2000; Rausch & Skiba, 2004.

ing heavy substance users, who are characterized by involvement in multiple risk behaviors and are at high risk of school failure.[73]

One question probes the degree to which the school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches. Similar to the data on zero tolerance, Mayer and Leone (1999) found that lockdown campus security efforts can be counterproductive, fostering the incivil patterns of behavior they seek to eliminate. Rather, they recommend that schools concentrate on communication of individual responsibility to students.

The CSCS includes a series of questions assessing efforts related to the prevention of substance use, violence, and bullying. These questions ascertain how important prevention programs are to the school, the sufficiency of their resources, and the type of efforts. The results reported by staff on these questions should be compared with the self–reported behavior of students, and the degree to which staff consider substance use and violence/victimization to be problems at the school, to determine the sufficiency of school efforts.

PARENTAL INVOLVEMENT

Involving caring adults and family members is absolutely essential to creating a safe, caring, challenging, participatory and supportive school climate. Social relationships or ties among students, parents, teachers, and administrators, are a key component of school improvement efforts and are a common characteristic of effective schools.[74] When families are involved at school, not just at home, children perform better at school in terms of both behavior and academic achievement and stay in school longer.[75] Klinger (2000) lists strong parental involvement among the three important school climate factors related to better learning and performance.[76]

---

73   Austin et al., 2007.

74   Epstein, 1996.

75   Henderson & Berla, 1994.

76   Ho & Willms, 1996; Okagaki, Frensch, & Gordon, 1995; Steingberg, Dornbusch & Brown, 1992, 1996; Useem 1992.

Exhibit 6. Cal–SCHLS Items: Organizational Supports

Cal–SCHLS ITEMS		TABLES
DISCIPLINE–RELATED POLICIES AND PRACTICES		

CLEAR COMMUNICATION ABOUT RULES

Student (CHKS)	This school clearly informs students what would happen if they break school rules. (SC13)	SC13
Staff (CSCS)	This school clearly communicates to students the consequences of breaking school rules. (Q26)	7.1
Parent (CSPS)	This school clearly tells students in advance what will happen if they break school rules. (Q9)	2.8

FAIR DISCIPLINE PRACTICES

Student (CHKS)	All students are treated fairly when they break the rules. (SC12)	SC12
Staff (CSCS)	This school handles discipline problems fairly. (Q27)	7.2
Parent (CSPS)	This school enforces school rules equally for my child and all students. (Q20)	2.9

EFFECTIVENESS OF POLICIES AND PRACTICE

Staff (CSCS)	This school effectively handles student discipline and behavioral problems. (Q28)	7.3
Staff (CSCS)	This school effectively handles student discipline and behavioral problems. (Q2.12)	8.16

STRICTNESS/ PUNITIVENESS OF SCHOOL POLICIES

Staff (CSCS)	This school considers sanctions for student violations of rules and policies on case–by–case basis with a wide range of options. (Q2.05)	8.12
Staff (CSCS)	This school punishes first–time violations of alcohol or other drug policies by at least an out–of–school suspension. (Q2.06)	8.14
Staff (CSCS)	This school enforces zero tolerance policies. (Q2.07)	8.15
Staff (CSCS)	This school effectively handles student discipline and behavioral problems. (Q28)	7.3

STAFF PROFESSIONAL DEVELOPMENT NEEDS

Staff (CSCS)	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas...positive behavioral support and classroom management? (Q45)	7.4
Staff (CSCS)	This school provides adequate professional development opportunities for staff on how to deal with the social, emotional, and developmental needs of youth. (Q2.11)	3.1

AVAILABILITY AND QUALITY OF SOCIAL, EMOTIONAL, AND BEHAVIORAL HEALTH SERVICES

Staff (CSCS)	This school provides adequate counseling and support services for students. (Q10)	7.5
Staff (CSCS)	This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program). (Q2.10)	8.2
Staff (CSCS)	To what extent does this school provide harassment or bullying prevention? (Q2.22)	8.19
Staff (CSCS)	To what extent does this school provide conflict resolution or behavior management instruction? (Q2.20)	8.20
Staff (CSCS)	To what extent does this school provide alcohol or drug use prevention instruction? (Q2.18)	8.22
Staff (CSCS)	To what extent does this school provide tobacco use prevention instruction? (Q2.19)	8.23
Parent (CSPS)	This school provides quality counseling or other ways to help students with social or emotional needs. (Q13)	2.6

COLLABORATION WITH COMMUNITY ORGANIZATIONS

Staff (CSCS)	This school collaborates well with community organizations to help address substance use or other problems among youth. (Q2.02)	8.3
Staff (CSCS)	This school collaborates well with law enforcement organizations. (Q2.03)	8.13
Staff (CSCS)	This school has sufficient resources to address substance use prevention needs. (Q2.05)	8.12
Staff (CSCS)	This school collaborates well with community organizations to help address substance use or other problems among youth. (Q2.02)	8.13

PARENTAL INVOLVEMENT

FOCUS ON PARENT INVOLVEMENT

Staff (CSCS)	This school is welcoming to and facilitates parent involvement. (Q31)	2.21
Parent (CSPS)	This school allows input and welcomes parents' contributions. (Q15)	3.2
Parent (CSPS)	This school encourages me to be an active partner in educating my child. (Q26)	3.5

COMMUNICATION WITH PARENTS

Parent (CSPS)	This school keeps me well-informed about school activities. (Q12)	3.1
Parent (CSPS)	This school keeps me well-informed about my child's progress in school. (Q24)	3.3
Parent (CSPS)	This school promptly responds to my phone calls, messages, or e-mails. (Q25)	3.4

7 PHYSICAL ENVIRONMENT & WELLNESS

Two other important aspects of school climate assessed by Cal-SCHLS are the quality of the physical environment and the health-related services provided by the school to ensure that students are physically prepared to learn. A comprehensive approach to health, targeting the whole child to help them develop robustly and thrive, is also important for schools to improve student attendance, behavior, and achievement. Promoting healthy personal habits, providing for enjoyable physical activities, and offering quality food choices are just as important to school success and positive youth development as keeping youth safe and drug-free. Students who are hungry or sick cannot function in the classroom, no matter how good the school. Students who eat well and exercise regularly are better able to maintain the energy levels needed for learning and to maintain positive emotional development.

This special topic section reviews questions related to the quality of facilities, the nutrition of the food provided, and physical activity on campus. In addition, a measure of the general adequacy of health services is also included.

FACILITIES MAINTENANCE

School facilities play an important, albeit indirect, affect on academic achievement, in part because of their role in promoting safety and building a sense of community.[77] In schools with inadequate facilities, teachers and students experience great challenges in performing their teaching and learning duties.[78] Facility quality affects teacher morale and attitudes toward teaching, which in some cases impacts their ultimate decision to leave their schools.[79] Students' achievement has also been linked to the quality of school facilities. Some evidence has shown that the quality of facilities is related to students' achievement in reading and math.[80] What is more, API scores have been found to be related to the degree to which state health and safety regulations are implemented and monitored.[81]

HEALTHY FOOD CHOICES AND NUTRITION

In a 1990 Carnegie Foundation survey, more than half of teachers reported that poor nourishment among students was a problem at their school.[82] Poor dietary patterns have been shown to significantly affect student achievement by reducing cognitive development and school performance. Well-nourished children learn better, perform higher on standardized test scores, are less apathetic and lethargic, and have better attendance rates at school. Among teenage girls, poor eating habits often result in iron-deficiency anemia, which has been linked to lower scores on a wide range of tests, including developmental scales, intelligence tests, and tasks of specific cognitive function.

PHYSICAL ACTIVITY AND HEALTH SERVICES

Regular physical activity among young people contributes to improved physical, mental, and emotional health, lower rates of risk behavior, and positive academic outcomes. Youth engaged in positive activities such as physical activity are also less likely to engage in negative health behaviors.[83] Recess and physical activity in the course of the school day are important for ensuring youth can concentrate on their studies in the classroom.

A healthy body supports a healthy mind. Schools that offer intense physical activity programs have shown positive effects on academic achievement, including: increased concentration; improved mathematics, reading, and writing test scores; and reduced disruptive behavior—even when the physical education reduces the time for academics.[84] In one program, when academic class time was reduced by 240 minutes per week to allow for increased physical activity, mathematics test scores were consistently higher than for those not in the program.[85] In California, analysis of CHKS data has shown that among secondary schools overall, the percentages of students in a school who routinely engaged in physical activity was associated with higher subsequent gains in standardized math, reading, and language arts SAT-9 scores over a one-year period.[86]

---

77   Learning First Alliance, 2001. Gándara et al. (2003) observe that it is notably difficult to establish a direct, firm link between the quality and condition of school facilities and the educational outcomes for students, largely because the quality of school facilities is so highly correlated with wealth of the students and communities that schools serve.

78   Ortiz, 2002.

79   Buckley, Schneider, & Shang, 2004; Earthman & Lemasters, 2009.

80   Uline & Tschannen-Moran, 2008.

81   Buckley, Schneider, & Shang, 2004.

82   Carnegie Foundation for the Advancement of Teaching, 1990.

83   Analyzing YRBS data, Pate et al. (1996) found that low physical activity among adolescents was associated with cigarette smoking, marijuana use, lower fruit and vegetable consumption, greater television watching, and failure to wear a seat belt.

84   Symons et al., 1997.

85   Sallis et al., 1999; Shepard et al., 1984; Symons et al., 1997.

86   For other physical health indicators of learning readiness see staff perceptions that students arrive at school alert and rested (CSCS table 5.6) and are healthy and physically fit (CSCS table 5.7). Students' report on whether they had eaten breakfast today provides another indicator of physical health (CHKS table A7.1). See also the Cal-SCHLS guidebook on mental health promotion: *Making Data-Driven Decisions in Student Support and School Mental Health Programs: A Guidebook for Practice, 2011–2012.*

Exhibit 7. Cal–SCHLS Items: Physical Environment & Wellness

	Cal–SCHLS ITEMS	TABLES
FACILITIES MAINTENANCE		
Student (CHKS)	The schoolyard and buildings are in clean condition. (SC 14)	SC 14
Staff (CSCS)	This school has clean and well–maintained facilities and property. (Q32)	2.20
HEALTHY FOOD CHOICES AND NUTRITION		
Staff (CSCS)	To what extent does this school provide nutritional instruction? (Q2.15)	8.10
Staff (CSCS)	This school provides students with healthy food choices. (Q2.24)	8.8
Parent (CSPS)	This school provides students with healthy food choices. (Q16)	2.7
PHYSICAL EDUCATION/ACTIVITY & HEALTH SERVICES		
Staff (CSCS)	To what extent does this school provide opportunities for physical education and activity? (Q2.16)	8.10
Staff (CSCS)	To what extent does this school provide alcohol or drug use prevention instruction? (Q2.17)	2.17
Staff (CSCS)	To what extent does this school provide tobacco use prevention instruction? (Q2.18)	2.18

8 STAFF WORKING ENVIRONMENT

The conditions of the school environment are as powerful a predictor of positive outcomes for staff as they are for students. The CSCS provides a wide range of data about staff perceptions of the degree to which schools have a positive, supportive, safe, collegial, and participatory teaching environment with high standards and expectations, including the level of professional development they receive related to instruction, student supports, and school climate improvement.

Research related to teacher retention has shown that the same dimensions of school climate that lead to students being more engaged in learning also promote high teacher job satisfaction and performance. Futernick (2007) found that dissatisfied teachers who left the professional in California, particularly in high poverty schools, cited lack of support, meaningful participation, and colle-

giality, as well as unclean and unsafe environments. Among those who stayed, the quality of staff relationships and opportunities to participate in decision–making at the school were most important. As Futernick concludes, merely expecting a lot from students does not, by itself, guarantee they will succeed academically, especially if the schools they attend are run–down, ill–equipped, and staffed with teachers who leave soon after they are hired.

Positive working environments encourage teachers to use innovative and thoughtful teaching techniques. In fact, teachers who perceive that they work in positive climates are more willing to implement new curricula and have greater work productivity.[87] Not only do they contribute more to their schools, but these teachers also report less burnout, greater job satisfaction, and intention to remain in the teaching profession.[88] Finally, schools with positive climates retain more of their teachers, which is a boon considering that over one–fifth of California teachers leave the profession after

87   Beets et al., 2008; Bevans, Bradshaw, Miech, & Leaf, 2007; Gregory, Henry, & Schoeny, 2007; Lee, Dedrick, & Smith, 1991; Taylor & Tashakkori, 1995.
88   Weiss, 1999; see Guarino, Santibañez, & Daley, 2006, for review.

PROFESSIONAL DEVELOPMENT NEEDS IN SPECIFIC SCHOOL CLIMATE DOMAINS
Examining staff perceptions of professional development (PD) needs across all areas helps you quickly determine PD priorities. At the same time, comparing staff perceived PD needs in a specific area (e.g. meeting the social, emotional and developmental needs of youth) in relation to what youth or parents think (e.g. youth perceptions of developmental supports) can help identify gaps and critical areas for PD that staff may be less aware of.

the first four years, and 10% in high poverty schools transfer away to other schools each year.[89]

It makes sense that more effective and satisfied teachers model positive interpersonal behaviors and report positive relationships with their fellow staff members and students. Indeed, evidence suggests that perceptions of positive school climate influence the teacher practices that are likely to enhance positive psychosocial outcomes for their students (e.g., bullying programming[90]), especially when working with low-income, minority populations.[91]

Schools that support a positive working environment encourage collegial relationships and provide high-interest professional development opportunities that augment the knowledge and skills teachers need to engage in state-of-the-art teaching practices. Investment in professional development pays dividends for both staff relationships and student learning outcomes.[92]

---

89   Kelly, 2004; Loeb, Darling-Hammond, & Luczak, 2005.

90   Gregory, Henry, & Schoeny, 2007.
91   Brown & Medway, 2007; Hallinger, Bickman, & Davis, 1996.
92   Gordon, 2006; Sebring & Bryk, 2000.

Exhibit 8. Cal-SCHLS Items: Staff Working Environment

Cal–SCHLS ITEMS		TABLES
STAFF PERCEIVED SAFETY		
Staff (CSCS)	This school is a safe place for staff. (Q30)	2.19
PARTICIPATORY & COLLEGIAL ENVIRONMENT WITH HIGH EXPECTATIONS		
Staff (CSCS)	The school is a supportive and inviting place for staff to work. (Q12)	2.6
Staff (CSCS)	How many adults at this school feel a responsibility to improve this school? (Q42)	2.10
Staff (CSCS)	How many adults at this school support and treat each other with respect? (Q41)	2.9
Staff (CSCS)	This school promotes trust and collegiality among staff. (Q13)	2.7
Staff (CSCS)	How many adults at this school have close professional relationships with one another? (Q40)	2.8
Parent (CSPS)	This school allows input and welcomes parents' contributions. (Q15)	3.2
RESOURCES AVAILABLE TO STAFF		
Staff (CSCS)	This school provides the materials, resources, and training (professional development) needed to do your job effectively. (Q14)	2.12
Staff (CSCS)	This school provides the materials, resources, and training (professional development) needed to work with special education (IEP) students. (Q15)	2.16
Staff (CSCS)	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas …	2.13
	… meeting academic standards? (Q43)	2.12
	… evidence-based methods of instruction? (Q44)	2.14
	… creating a positive school climate? (Q52)	2.15
	… serving special education (IEP) students? (Q50)	2.17
	… working with diverse racial, ethnic, or cultural groups? (Q46)	4.11
	… culturally relevant pedagogy for the school's student population? (Q47)	4.12
	… meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)? (Q51)	3.10
	… closing the achievement gap? (Q49)	4.10
	… working with diverse racial, ethnic, or cultural groups? (Q46)	4.11
	… culturally relevant pedagogy for the school's student population? (Q47)	4.12
	… serving English language learners? (Q48)	4.13
	… positive behavioral support and classroom management? (Q45)	7.4

REFERENCES

Adelman, H., & Taylor, L. (1998). Reframing mental health in schools and expanding school reform. *Educational Psychologist, 33*, 135–152.

Adelman, H., & Taylor, L. (2007). *Safe schools in the context of school improvement.* Proceedings of Persistently Safe Schools: The 2007 National Conference on Safe Schools. Downloaded November 22, 2011 from: http://smhp.psych.ucla.edu/publications/SAFE%20 SCHOOLS%20IN%20THE%20CONTEXT%20OF%20SCHOOL%20IMPROVEMENT.pdf

Adelman, H. S., & Taylor, L. (2005). *School improvement planning: What's missing?* Los Angeles: UCLA Center for Mental Health in Schools. Web site: http://smhp.psych.ucla.edu/whatsmissing.htm

Anderson, C. S. (1982). The search for school climate: A review of the research. *Review of Educational Research, 52,* 368–420.

Archambault, I., Janosz, M., Morizot, J., & Pagani, L. (2009). Adolescent behavioral, affective, and cognitive engagement in school: Relationship to dropout. *Journal of School Health, 79*, 408–415. doi:10.1111/j.1746–1561.2009.00428.x

Ascher, C., & Maguire, C. (2007). *Beating the odds: How thirteen NYC schools bring low–performing ninth–graders to timely graduation and college enrollment.* Annenberg Institute for School Reform at Brown University.

Austin, G., & Bailey, J. (2008). *What teachers and other staff tell us about California schools: Statewide results of the 2004–2006 California School Climate Survey.* SanFrancisco: Wested. http://www.wested.org/cs/cscst/print/docs/cscst/rr.htm

Austin, G., Hanson, Y., Bono, G., & Cheng, Z. (2007). *The Achievement Gap, school well–being, and learning supports.* CHKS Factsheet #8. Los Alamitos, CA: WestEd.

Battistich, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal, 32*, 627–658. doi:10.1177/0022427808322621

Battistich, V., Schaps, E., & Wilson, N. (2004). Effects of elementary school intervention on students' "connectedness" to school and social adjustment during middle school. *Journal of Primary Prevention, 24*, 243–262.

Beets, M. W., Flay, B. R., Vuchinich, S., Acock, A. C., Li, K., & Allred, C. (2008). School climate and teachers' beliefs and attitudes association with implementation of the Positive Action Program: A diffusion of innovations model. *Prevention Science, 9,* 264–275. doi:10.1007/s11121–008–0100–2 PMid:18780182

Benard, B. (2004). *Resiliency: What we have learned.* San Francisco: WestEd.

Benard, B., & Slade, S. (2009). Listening to students: Moving from resilience research to youth development practice and school connectedness. In R. Gilman, E. S. Huebner, & M. J. Furlong (Eds.), *Handbook of Positive Psychology in Schools.* New York: Routledge.

Bevans, K., Bradshaw, C., Miech, R., & Leaf, P. (2007). Staff– and school–level predictors of school organizational health: A multilevel analysis. *Journal of School Health, 77,* 294–302. doi: 10.1111/j.1746–1561.2007.00210.x

Bluestein, J. (2001). *Creating Emotionally Safe Schools: A Guide for Educators and Parents.* Deerfield Beach, FL: Health Communications, Inc.

Blum, R. (2005). A case for school connectedness. *Educational leadership: The adolescent learner, 62*, 16–20.

Blum, R. W., McNeely, C. A., & Rinehart, P. M. (2002). *Improving the odds: The untapped power of schools to improve the health of teens.* Minneapolis, MN: Center for Adolescent Health and Development, University of Minnesota.

Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., & Patton, G. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. *Journal of Adolescent Health, 40*, 357. e9–357.e18. doi:10.1016/j.jadohealth.2006.10.013

Bowen, N., & Bowen, G. (1999). Effects of crime and violence in neighborhoods and schools on the school behavior and performance of adolescents. *Journal of Adolescent Research, 14,* 319–342.

Braggio, J. T., & Pishkin, V. (1993). Academic achievement in substance–abusing and conduct–disordered adolescents. *Journal of Clinical Psychology, 49*(2), 282–291.

Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.

Brookover, W. B., Erickson, F. J., & McEvoy, A. W. (1996). *Creating effective schools: An in–service program for enhancing school learning climate and achievement.* Holmes Beach, FL: Learning Publications.

Brown, K. E., & Medway, F. J. (2007). School climate and teacher beliefs in a school effectively serving poor South Carolina (USA) African–American students: A case study. *Teaching and Teacher Education, 23*, 529–540.

Bryk, A. S., & Thum, Y. M. (1989). The effects of high school organization on dropping out: An exploratory investigation. *American Educational Research Journal, 26*, 353–383.

Bryk, A. S., Lee, V. E., & Holland, P. B. (1993). *Catholic schools and the common good.* Cambridge, MA: Harvard University Press.

Buckley, J., Schneider, M., & Shang, Y. (2004). *The effects of school facility quality on teacher retention in urban school districts.* Chestnut Hill, MA: National Clearinghouse for Educational Facilities.

Cairns, R. B., Cairns, B. D., & Neckerman, H. J. (1989). Early school dropout: configurations determinants. *Child Development, 60,* 1437–1452.

California P–16 Council. (2008). *Closing the Achievement Gap. Report of Superintendent Jack O'Connell's Calfornia P–16 Council.* Available from http://www.cde.ca.gov/eo/in/pc/documents/yr08ctagrpt0122.pdf

Carnegie Foundation for the Advancement of Teaching. (1990). *Ready to learn: A mandate for the nation.* Princeton, NJ: Author. (ED 344 663)

CASA [Center on Addiction and Substance Abuse]. (2001). *Malignant neglect: Substance abuse and America's schools.* New York: Columbia University, National Center on Addiction and Substance Abuse.

Catterall, J. S. (1998). Risk and resilience in student transitions in high school. *American Journal of Education, 106,* 223–248.

Cohen, J., McCabe, L., Michelli, N. M., & Pickeral, T. (2009, January). School climate: Research, policy, teacher education and practice. *Teachers' College Record, 111*, 180–213.

Comer, J. P., Haynes, N., Joyner, E., & Ben–Avie, M. (Eds.). (1999). *Child by child: The Comer process for change in education.* New York: Teachers College Press.

Cornell, D. G., & Loper, A. B. (1998). Assessment of violence and other high–risk behaviors with a school survey. *School Psychology Review, 27*, 1–14.

Daggert, W. R. (2005). *Achieving academic excellence through rigor and relevance.* Rexford, NY: International Center for Leadership in Education.

Darling–Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future.* New York: Teachers' College Press.

Davis, J., & Pokomy, N. (2004). High–achieving middle schools for Latino students in poverty. *Journal of Education for Students Placed at Risk, 9*(1), 23–45.

Dee, T. S. (2003). The 'first wave' of accountability. In P. E. Peterson & M. R. West (Eds.), *No Child Left Behind? The politics and practice of school accountability.* Washington, DC: The Brookings Institute.

Desimone, L., & Long, D. (2010). Teacher effects and the achievement gap: Do teacher and teaching quality influence the achievement gap between Black and White and high–and low–SES students in the early grades? *Teachers College Record, 112,* 3024–3073.

Dwyer, K, & Osher, D. (2000). *Safeguarding Our Children: An Action Guide.* Washington, DC: Departments of Education and Justice, American Institutes for Research.

Earthman, G. I., & Lemasters, L. (2009). Teacher attitudes about classroom conditions. *Journal of Educational Administration, 47*, 323–335.

Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & MacIver, D. (1993). Development during adolescence: The impact of stage–environment fit on young adolescents' experiences in schools and in families. *American Psychologist, 48,* 90–101.

Eggert, L. L., & Herting, J. R. (1993). Drug involvement among potential dropouts and typical youth. *Journal of Drug Education, 23*, 31–55.

Elias, M. J., Gara, M. A., Schuyler, T. F., Branden–Muller, L. R., & Sayette, M. A. (1991). The promotion of social competence: A longitudinal study of a preventive school–based program. *American Journal of Orthopsychiatry, 61*(3), 409–417.

Eliot, M., Cornell, D., Gregory, A., & Fan, X. (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology, 48*, 533–553.

Epstein, J. L. (1996). Perspectives and previews on research and policy for school, family, and community partnerships. In A. Booth & J. F. Dunn (Eds.), *Family–school links: How do they affect educational outcomes?* (pp. 209–246). Mahway, NJ: Lawrence.

Esposito, C. (1999). Learning in urban blight: School climate and its effect on the school performance of urban, minority, low–income children. *School Psychology Review, 28,* 365–377.

Fleming, C. B., Haggerty, K. P., Catalano, R. F., Harachi, T. W., Mazza, J. J. & Gruman, D. H. (2005). Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? *Journal of School Health, 75*, 342–349. doi: 10.1111/j.1746–1561.2005.00048.x

Fraser, B. J. (1991). Two decades of classroom environment research. In B. J. Fraser & H. J. Walberg (Eds.), *Educational environments: Evaluation, antecedents and consequences,* (pp. 3–27). Oxford: Pergamon.

Freiberg, H. J. (1998). Measuring school climate: Let me count the ways. *Educational Leadership, 56*(1), 22–26.

Futernick, K. (2007). *A possible dream: Retaining California teachers so all students learn.* Sacramento, CA: California State University, Sacramento.

Gambone, Michell A., Hanh CaoYu, Heather Lewis–Charp, Cynthia L. Sipe, und Johanna Lacoe. (2004). *A comparative analysis of community youth development strategies.* College Park, MD: School of Public Affairs, University of Maryland.

Gándara, P., & Rumberger, R. (2006). *Resource needs for California's English learners.* University of California Linguistic Minority Research Institute. Sacramento, CA: Governor's Committee on Education Excellence.

Gándara, P., Rumberger, R. W., Maxwell–Jolly, J., & Callahan, R. (2003). *English learners in California schools: Unequal resources, unequal outcomes.* Educational Policy Analysis Archives, 11. Downloaded November 19, 2011 from: http://www.usc.edu/dept/education/CMMR/FullText/ELLs_in_California_Schools.pdf

Gándara, P., Maxwell–Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English language learners: A survey of California teachers' challenges, experiences, and professional development needs.* Sacramento, CA: The Regents of the University of California.

Gates, B. (2005). *National Governors Association/Achieve Summit Prepared Remarks February 26, 2005.* Retrieved April 5, 2008 from www.nga.org/cda/files/es05gates.pdf

Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools, 30,* 79–90.

Gordon, G. (2006). *Building engaged schools: Getting the most out of America's classrooms.* New York: Gallup Press.

Gottfredson, D. C. (2001). *Schools and delinquency.* Cambridge, UK: Cambridge University Press.

Gottfredson, G. D., & Gottfredson, D. C. (1985). *Victimization in schools.* New York: Plenum Press.

Gottfredson, G. D., Gottfredson, D. C., Payne, A. A., & Gottfredson, N. C. (2005). School climate predictors of school disorder: results from a national study of delinquency prevention in schools. *Journal of Research in Crime and Delinquency, 42*, 412–44.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school–based prevention and development through coordinated social, emotional, and academic learning. *American Psychologist, 58*, 466–474.

Gregory, A., & Cornell, D. (2009). "Tolerating" adolescent needs: Moving beyond zero tolerance policies in high school. *Theory into Practice, 48*(2), 106–113.

Gregory, A., Henry, D. B., & Schoeny, M. E. (2007). School climate and implementation of a preventive intervention. *American Journal of Community Psychology, 40*, 250–260. doi:10.1007/s10464–007–9142–z PMid:17917806

Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A review of the recent empirical literature. *Review of Educational Research, 76*, 173–208. doi:10.3102/00346543076002173

Hallinger, P., Bickman, L., & Davis, K. (1996). School context, principal leadership, and student reading achievement. *The Elementary School Journal, 96*(5), 527–549.

Hanson, T. L., Austin, G., & Lee–Bayha, J. (2003). Student health risks, resilience, and academic performance: Year 1 report. Prepared under contract from the Stuart Foundation. San Francisco: WestEd. Available for download at: http://www.wested.org/cs/chks/print/docs/chks_health.html

Hanson, T. L., & Kim, J–O. (2007). *Measuring the psychometric properties of the California Healthy Kids resilience and youth development module.* Regional Educational Laboratory West, Report REL 2007–No. 034. WestEd: San Francisco.

Harris, D., & Herrington, C. (2006). Accountability, standards, and the growing achievement gap: Lessons from the Past Half–Century. *American Journal of Education, 112*(2), 209–239.

Henderson, A. T., & Berla, N. (1994). *A new generation of evidence: The family is critical to student achievement.* Washington, DC: Center for Law and Education. ED375968

Hennen, C. (2005). Discipline or disorder: Building a healthy school climate. *Teachers College Record.* Retrieved November 22, 2011 from: http://www.tcrecord.org/Content.asp?ContentID=11747

Hernandez, D. J., Denton, N. A., & Macartney, S. (2009). School–age children in immigrant families: Challenges and opportunities for America's schools. *Teachers College Record, 111,* 616–658.

Hester, P., Gable, R., & Manning, M. L. (2003). A positive learning environment approach to middle school instruction. *Childhood Education 79*(3), 130–136.

Ho, S., & Willms, J. D. (1996). Effects of parental involvement on eighth–grade achievement. *Sociology of Education, 69,* 126–141.

Horn, D. (2000). *Bruised inside: What our children say about youth violence, what causes it, and what we need to do about it.* Washington, DC: National Association of Attorneys General.

Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *The High School Journal, 86*, 38–49.

Jennings, G. (2003). An exploration of meaningful participation and caring relationships as contexts for school engagement. *The California School Psychologist, 8,* 43–52.

Jerald, C. (2006). *School culture: "The hidden curriculum."* Center for Comprehensive School Reform and Improvement Issue Brief. Washington, DC: Learning Point Associates.

Johnson, B., Stevens, J., & Zvoch, K. (2007). Teachers' perceptions of school climate. *Educational and Psychological Measurement, 67*, 833.

Juvonen, J., & Graham, S. (Eds.). (2001). *Peer harassment in school: The plight of the vulnerable and victimized.* New York: Guilford.

Kelley, R. C., Thornton, B., & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education, 126,* 17–25.

Kellmayer, J. (1996). *How to establish an alternative school.* Thousand Oaks, CA: Corwin Press.

Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *The Journal of Experimental Education, 72*, 195–220. doi:10.3200/JEXE.72.3

Klem, A. M., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement. *Journal of School Health, 74*, 262–273. doi:10.1111/j.1746–1561.2004.tb08283.x PMid:15493703

Klinger, D. A. (2000). Hierarchical linear modeling of student and school effects on academic achievement. New Brunswick School Climate Study. *Canadian Journal of Education, 25*, 41–55.

Learning First Alliance. (2001). *Every child learning: Safe and supportive schools.* Washington, DC: Association for Supervision and Curriculum Development. Web site: http://www.learningfirst.org

Lee, V. E., & Smith, J. B. (1999). Social support and achievement for young adolescents in Chicago: The role of school academic press. *American Educational Research Journal, 36*, 907–945.

Lee, V., Dedrick, R., & Smith, J. (1991). The effect of social organization of schools on teachers' efficacy and satisfaction. *Sociology of Education, 64*, 190–208. doi:10.2307/2112851

Legters, N., Balfanz, R., & McPartland, J. (2002). Solutions for failing high schools: Converging visions and promising models. Retrieved November 2011, from http://www.ed.gov/about/offices/list/ovae/pi/hs/legters.doc

Leithwood, K., & Mascall, B. (2008). Collective leadership effects on student achievement. *Educational Administration Quarterly, 44*, 529–561. doi: 10.1177/0013161X08321221

Lester, B. M., Masten, A. S., & McEwen, B. (Eds.). (2006). *Resilience in children.* New York, NY: New York Academy of Sciences.

Libbey, H. P. (2004). Measuring student relationships to school: Attachment, bonding, connectedness, and engagement. *Journal of School Health, 74*, 274–283.

Loeb, S., Darling–Hammond, L., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80*, 44–70. doi:10.1207/s15327930pje8003_4

Loukas, A., Roalson, L. A., & Herrera, D. E. (2010). School connectedness buffers the effects of negative family relations and poor effortful control on early adolescent conduct problems. Journal of Research on Adolescence, 20, 13–22. doi: 10.1111/j.1532–7795.2009.00632.x

Loukas, A., Suzuki, R., & Horton, K. D. (2006). Examining school connectedness as a mediator of school climate effects. *Journal of Research on Adolescence, 16*, 491–502. doi: 10.1111/j.1532–7795.2006.00504.x

Ma, X., & Willms, J. D. (1995, April). *The effects of school disciplinary climate on eighth grade achievement.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Maslow, A. (1954). *Motivation and personality.* New York: Harper & Row.

Mayer, M. J., & Leone, P. E. (1999). A structural analysis of school violence and disruption: Implications for creating safer schools. *Education and Treatment of Children, 22*, 333–356.

McEvoy, A., & Welker. R. (2000). Antisocial behavior, academic failure, and school climate: A critical review. *Journal of Emotional and Behavioral Disorders, 8*, 130–140.

McNeely, C. A., Nonnemaker, J. M., & Blum, R. W. (2002). Promoting school connectedness: Evidence from the national longitudinal study of adolescent health. J*ournal of School Health, 72*, 138–146. doi: 10.1111/j.1746–1561.2002.tb06533.x

Middleton, M., & Midgley, C. (2002). Beyond motivation: Middle school students' perceptions of press for understanding math. *Contemporary Educational Psychology, 27*, 373–391.

National Research Council, & Institute of Medicine. (2004). *Engaging schools: Fostering high school students' motivation to learn.* Washington, DC: The National Academies Press.

Okagaki, L., Frensch, P. A., & Gordon, E. W. (1995). Encouraging school achievement in Mexican American children. *Hispanic Journal of Behavioral Sciences, 17*, 160–179.

Ortiz, F. I. (2002). *Essential learning conditions for California youth: Educational facilities.* Los Angeles: University of California IDEA Center. Retrieved October 1, 2003 from http://www.ucla–idea.org

Pate, R. R., Heath, G. W., Dowda, M., & Trost, S. G. (1996). Associations between physical activity and other health behaviors in a representative sample of U.S. adolescents. *American Journal of Public Health, 86*, 1577–1581.

Perez, M., Anand, P., Speroni, C., Parrish, T., Esra, P., Socias, M., & Gubbins, P. (2007). *Successful California schools in the context of educational adequacy.* Washington, DC: American Institutes for Research.

Perkins, B. K. (2006). *Where we learn: The CUBE survey of urban school climate.* Alexandria, VA: National School Boards Association.

Phillips, J. M., & Gully, S. M. (1997). Role of goal orientation, ability, need for achievement, and locus of control in the self–efficacy and goal–setting process. *Journal of Applied Psychology, 82*, 792–802.

Pianta, R., Belsky, J., Vandergrift, N., Houts, R., & Morrison, F. (2008). Classroom effects on children's achievement trajectories in elementary school. *American Educational Research Journal, 45*, 365–397.

Prothrow–Stith, D., & Quaday, S. (1996). *Hidden casualties: The relationship between violence and learning.* Washington, DC: National Consortium for African American Children & National Health Education Consortium.

Public Agenda Foundation, & Common Good Foundation. (2004). *Teaching interrupted: Do discipline policies in today's public schools foster the common good?* New York, NY: Public Agenda. Downloaded from www.publicagenda.org

Rausch, M. K., & Skiba, R. J. (2004). *The academic cost of discipline: The relationship between suspension/expulsion and school achievement.* Downloaded November 19, 2011 from http://wyomingdropoutprevention.org/wp–content/uploads/2010/09/The–academic–costs–of–discipline.pdf

Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., … Udry, J. R. (1997). Protecting adolescents from harm: Findings from the National Longitudinal Study of Adolescent Health. *The Journal of the American Medical Association, 278*, 795–878. PMid:9635227

Resnick, M. D. (2000). Resilience and protective factors in the lives of adolescents. *Journal of Adolescent Health, 27*, 1–2.

Reynolds, D., & Creemers, B. (1990). School effectiveness and school improvement: A mission statement. *School Effectiveness and School Improvement, 1,* 1–3.

Rigby, K. (2001). Health consequences of bullying and its prevention in schools. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimize.* New York: Guilford.

Ross, A., Shochet, I., & Bellair, R. (2010). The role of social skills and school connectedness in preadolescent depressive symptoms. *Journal of Clinical Child & Adolescent Psychology, 39*, 269–275. doi:10.1080/15374410903532692

Rutter, M., Maughan, B., Mortimore, P., Ouston, J., & Smith, A. (1979). *Fifteen thousand hours: Secondary schools and their effects on children.* Cambridge, MA: Harvard University Press.

Rumberger, R. (1987). High school dropouts: A review of issues and evidence. *Review of Educational Research, 57*, 101–121. doi: 10.3102/00346543057002101

Rumberger, R. (1995). Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal, 32*, 583–625.

Ryan, R. L., & Deci, E. L. (2000). Self–determination theory and the facilitation of intrinsic motivation, social development, and well–being. *American Psychologist, 55*, 68–78. [PubMed]

Sallis, J. F., McKenzie, T. L., Kolody, B., Lewis, M., & Rosengard, P. (1999). Effects of health–related physical education on academic achievement: Project SPARK. *Research Quarterly for Exercise & Sport, 70*, 127–134.

Schaps, E. (2003). *The role of supportive school environments in promoting academic success.* Sacramento, CA: CDE Press.

Sculenber, J., Bachman, J. G., O'Malley, P. M., & Johnson, L. D. (1994). High school educational success and subsequent substance use: A panel analysis following adolescents into young adulthood. *Journal of Health and Social Behavior, 35*, 45–62.

Sebring, P. B., & Bryk, A. S. (2000). School leadership and the bottom line in Chicago. *Phi Delta Kappan, 81*, 440–443.

Shephard, R. J., Volle, M., LaVallee, H., LaBarre, R., JeQuier, J. C., & Rajic, M. (1984). Required physical activity and academic grades: A controlled longitudinal study. In J. LImarinen & L. Valimaki (Eds.), *Children and Sport,* (pp. 58–63). Berlin: Springer–Verlag.

Shochet, I., Dadds, M., Hamm, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction practice. J*ournal of Clinical Child & Adolescent Psychology, 35*, 170–179. doi:10.1207/s15374424jccp3502_1

Shouse, R. (1996). Academic press and sense of community: Conflict and congruence in American high schools. *Research in Sociology of Educational and Socialization, 11*, 173–202. doi: 10.1007/BF02333405

Silins, H. C., & Murray–Harvey, R. (2000). Students as a central concern: School, students and outcome measures. *Journal of Education, 38*(3), 230–246.

Skiba, R. J., & Peterson, R. L. (1999). The dark side of zero tolerance: Can punishment lead to safe schools? *Phi Delta Kappa, 80*, 372–382.

Smith, C. (2005). School factors that contribute to the underachievement of students of color and what culturally competent school leaders can do. *Educational Leadership and Administration, 17*, 21–33.

Smith, E. P., Atkins, J., & Connell, C. M. (2003). Family, school and community factors and relationships to racial–ethnic attitudes and academic achievement. *American Journal of Community Psychology, 32*, 159–174.

Snyder, H., & Sickmund, M. (1999). *Juvenile Offenders and Victims: 1999 National Report.* (NCJ 178257). Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. Available: http://www.ncjrs.org/html/ojjdp/nationalreport99/toc.html

Steinberg, L., Brown, B. & Dornbusch, S. (1996). *Beyond the Classroom: Why school reform has failed and what parents need to do.* New York: Simon and Schuster.

Steinberg, L., Dornbusch, S. M., & Brown, B. B. (1992). Ethnic differences in adolescent achievement: An ecological perspective. *American Psychologist, 47*, 723–729.

Symons, C. W., Cinelli, B., James, T. C., & Groff, P. (1997). Bridging student health risks and academic achievement through comprehensive school health programs. *Journal of School Health, 67*, 220–227.

Syvertsen, A. K., Flanagan, C., & Stout, M. D. (2009). Code of silence: Students' perceptions of school climate and willingness to intervene in a peer's dangerous plan. *Journal of Educational Psychology, 101*, 219–232. doi:10.1037/a0013246 PMid:19840228

Taylor, D. L., & Tashakkori, A. (1995). Design participation and school climate as predictors of job satisfaction and teachers' sense of efficacy. *Journal of Experimental Education, 63*, 217–230. doi:10.1080/00220973.1995.9943810

Tolman, J., Ford, P., & Irby, M. (2003). *What works in education reform: Putting youth people at the center.* Baltimore, MD: International Youth Foundation.

Uline, C., & Tschannen–Moran, M. (2008). The walls speak: The interplay of quality facilities, school climate, and student achievement. *Journal of Educational Administration, 46,* 55–73. doi: 10.1108/09578230810849817

Useem, E. L. (1992). Middle schools and math groups: Parents' involvement in children's placement. *Sociology of Education, 65*(4), 263–279.

Wallach, C. A., Ramsey, B. S., Lowry, L. K., & Copland, M. (2006). *Student voice: Tapping the potential of relationships, relevance, and rigor.* Seattle, WA: Small Schools Project.

Weiss, E. M. (1999). Perceived workplace conditions and first–year teachers' morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education, 15,* 861–879. doi:10.1016/S0742–051X(99)00040–2

Welsh, W. N. (2000). The effects of school climate on school disorder. *The ANNALS of the American Academy of Political and Social Science, 567*, 88–107. doi:10.1177/000271620056700107

Welsh, W. N. (2001). Effect of student and school factors on five measures of school disorder. *Justice Quarterly, 18,* 911–948.

Werner, E. E., & Smith, R. S. (Eds.) (2001). *Journeys from childhood to midlife: Risk, resilience and recovery.* Ithaca, NY: Cornell University Press.

Wong, C. A., Eccles, J. S., & Sameroff, A. (2003). The influence of ethnic discrimination and ethnic identification on African American adolescents' school and socioemotional adjustment. *Journal of Personality, 71*, 1197–1232. doi: 10.1111/1467–6494.7106012

Zins, J. E., Weissberg, R. P., Wang, M. C., & Wahlberg, H. J. (2004). *Building academic success on social and emotional learning.* New York: Teachers College Press.

School Climate Report Card—Spring 2011

District: California Unified
School: California High School
Date prepared: 19 Aug 2011

School Climate Index

	Score	State Percentile [A]	Similar Schools Percentile [A]
School Climate Index [B]	253 [C]	16	45

School Climate Characteristics

SCHOOL CLIMATE INDEX — 16

SCHOOL CLIMATE SUBSCALE RESULTS

OVERALL SUPPORTS AND ENGAGEMENT — 11
High expectations and caring relationships — 15
Opportunities for meaningful participation — 26
Perceived school safety — 17
School connectedness — 10

OVERALL LOW VIOLENCE, VICTIMIZATION, & SUBSTANCE USE — 31
Low physical violence perpetration — 47
Low physical and emotional violence victimization — 83
Low harassment and bullying — 70
Low substance use at school — 15

LOW TRUANCY INCIDENTS — 27

State Percentile

Reading the Graph

The graph above shows state percentiles for the School Climate Index (SCI) and its domains and subdomains for California High School. The SCI and school climate domains and subdomains are coded so that **high values correspond to more positive school climates**. For example, schools with **higher values** on *Overall Low Violence, Victimization, & Substance Use* exhibit **lower levels** of violence, victimization, and substance use on school property than other schools. A school's *State Percentile* compares that school to other high schools in California. For example, a state percentile of 30 means that 30 percent of high schools in the state had the same score or a lower score than that of the school referenced on the report card, and that, conversely, 70 percent of high schools in the state had a higher score. Percentiles are based on the distribution of scores across all comprehensive high schools that administered the California Healthy Kids Survey (CHKS) in the 2008-09 or 2009-10 school years.

[A] High percentile scores represent schools with more positive school climates. A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

[B] The School Climate Index (SCI) is a global, school-level measure based on California Healthy Kids Survey (CHKS) results for Supports and Engagement (45%); Violence, Victimization, & Substance Use at School (45%); and Truancy Incident data (10%).

[C] Scores range from approximately 100 to 500, with high scores representing more positive school climates; higher supports and engagement; lower levels of violence, victimization, and substance use at school; and lower truancy incidents.
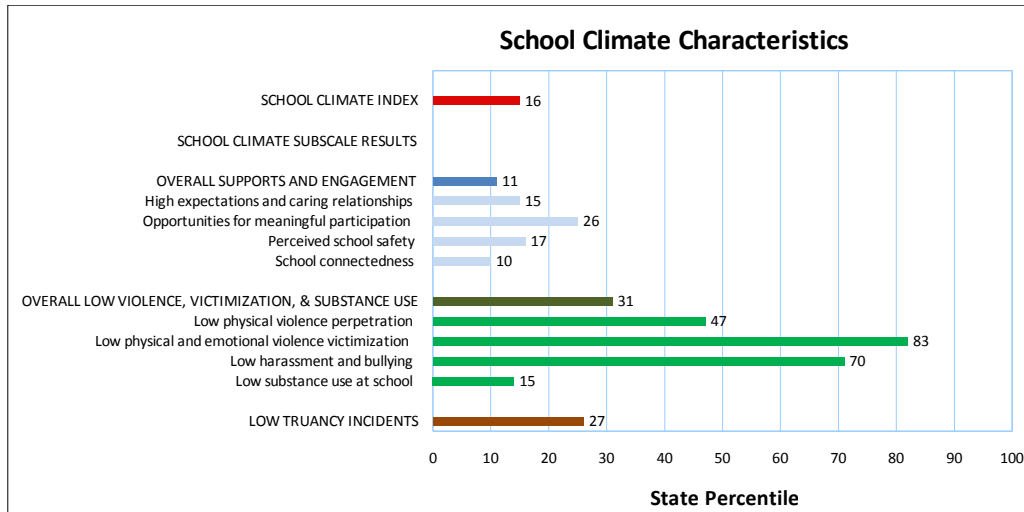
CALIFORNIA **S**AFE AND **S**UPPORTIVE SCHOOLS

School Climate Report Card—Spring 2011

District: California Unified
School: California High School
Date prepared: 19 Aug 2011

School Climate Subscale Results

	State Percentile [A]	Similar Schools Percentile [A]
Overall Supports and Engagement	**11**	**32**
High expectations and caring relationships	15	31
Opportunities for meaningful participation	26	53
Perceived school safety	17	52
School connectedness	10	27
Overall Low Violence, Victimization, & Substance Use	**31**	**65**
Low physical violence perpetration	47	83
Low physical and emotional violence victimization	83	92
Low harassment and bullying	70	89
Low substance use at school	15	41
Overall Low Truancy Incidents	**27**	**51**

Other Indicators

Academic Performance

	Score	State Rank [D]	Similar Schools Rank [D]
Academic Performance Index (2010 Base)	638	2	5

Safe and Supportive Schools Outcome Measures (Students)

	School (2010-11) 9th	School (2010-11) 11th	State (2008-10) 9th	State (2008-10) 11th
Students: Harassed or bullied at school	26%	24%	35%	28%
Students: 30-day alcohol use	34%	37%	25%	34%
Students: Feeling of connectedness to school	26%	40%	43%	43%

Safe and Supportive Schools Outcome Measures (Other)

	School (2010-11)	State (2008-10)
Incident data: Suspension rate (violence incidents w/o physical injury)	1.25 per 100	0.51 per 100 [E]
Teachers: School is a supportive and inviting place to learn	24%	46%
Parents: School allows input and welcomes parents' contributions	Insufficient Data	N/A [F]

[D] Schools are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's *State Rank* compares that school to all other high schools in the state. A school's *Similar Schools Rank* compares that school to other high schools in the state with similar demographic characteristics.

[E] The state suspension rate is based on incidents occurring during the 2009-10 academic year.

[F] Parent survey data that are representative of the state as a whole are not available.

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. Scores on the SCI are based on **student CHKS data** and **school-level truancy incident data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of three domains: (1) *Supports and Engagement* (45%); (2) *Violence, Victimization, and Substance Use at School* (45%); and (3) *Truancy Incidents* (10%). The first two domains are measured based on a statistical model (second-order confirmatory factor analysis) applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

- Supports and Engagement (45%)
  - High expectations and caring relationships (6 items)
  - Opportunities for meaningful participation (3 items)
  - Perceived school safety (2 items)
  - School connectedness (4 items)
- Violence, Victimization, and Substance Use at School (45%)
  - Physical violence perpetration at school (7 items)
  - Physical and emotional violence victimization at school (6 items)
  - Harassment and bullying at school (5 items)
  - Substance use at school (4 items)

A detailed description of the methodology used to construct the SCI will be posted on the Safe and Supportive Schools website in the fall of 2011. Further information can be obtained by contacting Tom Hanson at 562-799-5170 or thanson@wested.org.

State Percentile

The *State Percentile* tells what percentage of high schools had the same score or a lower score than the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same score as or a lower score than the score listed. Percentiles are based on the distribution of scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same score or a lower score than the school referenced on the report card. The SCI procedure for calculating *Similar Schools Percentiles* was the same procedure used by CDE to calculate *Similar Schools Ranks* for Academic Performance Index (API) scores— except for the SCI calculations, only high schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school's comparison group.

Academic Performance Index (API) Score, State Rank, and Similar Schools Rank

The API score is a school-level, summary measure of academic performance. Scores range from 200 to 1,000. CDE ranks schools by API scores into ten categories of equal size (deciles), from 1 (lowest) to 10 (highest). A school's *State Rank* compares that school to all other high schools in the state. A school's *Similar Schools Rank* compares that school to 100 other high schools in the state with similar demographic characteristics. API scores, *State Ranks*, and *Similar School Ranks* are posted on CDE's website.

Safe and Supportive Schools Outcome Measures

In addition to the SCI, California selected six other specific outcome measures to assess the extent to which the California S3 program is successful in improving schools during the grant period. These measures and their sources are described below.

- **Harassed or bullied at school (Student CHKS)**
  - o Harassed or bullied on school property in the past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability; (f) other

- **30-day alcohol use (Student CHKS)**
  - o At least one drink of alcohol during the past 30 days

- **Feeling connected to school (Student CHKS)**
  - o "High" average levels on the school connectedness scale measured by the following items: (a) feel close to people at school, (b) happy to be at school, (c) feel I am a part of this school, (d) teachers at this school treat students fairly, (e) feel safe in my school

- **Suspensions due to violence incidents w/o physical injury (Incident Data)**
  - o Suspensions with the following *Education Code* sections: (a) willful use of force or violence (48900a2), (b) robbery or extortion (48900e or 48915a4), (c) sexual assault (48900n), (d) battery upon school staff (48915a5), (e) sexual assault or battery (48915c4).

- **This school is a supportive and inviting place to learn (Staff Survey)**
  - o School is a supportive and inviting place to learn—Strongly Agree.

- **School allows input and welcomes parents' contributions (Parent Survey)**
  - o School allows input and welcomes parents' contributions—Agree or Strongly Agree.

This document can be downloaded from the California Department of Education's DataQuest website (http://dq.cde.ca.gov/dataquest/).

APPENDIX B: Cal–SCHLS ITEM "CROSSWALKS"

This section of the appendices lists questions from each of the Cal–SCHLS surveys. Each table is organized such that it is anchored by one of the three surveys, with comparisons made to items on the remaining two surveys.

CHKS–ANCHORED CROSSWALK

TABLE NUMBER

CHKS	STAFF (CSCS)/ PARENT (CSPS)	ITEM WORDING
A 2.7		During the past 12 months, about how many times did you skip school or cut classes?
	Staff 5.2	How much of a problem at this school is cutting classes or being truant?
A 3.10		Teachers at this school treat students fairly.
	Staff 4.3	How many adults at this school treat all students fairly?
A 3.10		I feel safe in my school.
	Staff 2.18	The school is a safe place for students.
	Parent 2.3	This school is a safe place for my child.
A3.11		At my school there is a teacher of some other adult who really cares about me.
	Staff 3.1	How many adults at this school really care about every student?
A3.11		At my school, there is a teacher or some other adult who notices if I am not there.
	Staff 3.2	How many adults at this school acknowledge and pay attention to students?
A3.11		At my school, there is a teacher or some other adult who listens when I have something to say.
	Staff 3.3	How many adults at this school listen to what students have to say?
A3.11		At my school, there is a teacher or some other adult who always wants me to do my best.
	Staff 3.4	How many adults at this school want all students to do their best?
A3.11		At my school, there is a teacher or some other adult who believes that I will be a success.
	Staff 3.5	How many adults at this school believe that every student can be a success?
A3.11		I help decide things like class rules or activities.
	Staff 3.6	This school encourages opportunities for students to decide things like class activities or rules.
A3.11		I do things that make a difference at school.
	Staff 3.9	This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
	Parent 2.13	(Same)
A 4.13		During your life, how many times have you been drunk on alcohol or high on drugs on school property?
	Staff 6.7	How much of a problem at this school is student alcohol and drug use?
	Parent 4.1	Based on your experience, how much of a problem at this school is student alcohol and drug use?

A 5.4		During the past 30 days, on how many days on school property did you smoke cigarettes?
	Staff 6.8	How much of a problem at this school is tobacco use?
A 6.2		During the past 12 months, how many times on school property have you been in a physical fight?
	Staff 6.2	How much of a problem at this school is physical fighting between students?
	Parent 4.3	Based on your experience, how much of a problem at this school is physical fighting between students?
A 6.3		During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books? During the past 12 months, how many times on school property have you damaged school property on purpose?
	Staff 6.3	How much of a problem at this school is vandalism (including graffiti)?
	Parent 4.8	Based on your experience, how much of a problem at this school is vandalism (including graffiti)?
A 6.3		During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books?
	Staff 6.4	How much of a problem at this school is theft?
A 6.4		During the past 12 months, how many times on school property have you carried a gun? During the past 12 months, how many times on school property have you carried any other weapon?
	Staff 6.6	How much of a problem at this school is weapons possession?
	Parent 4.7	Based on your experience, how much of a problem at this school is weapons possession?
A 6.7		During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (Any of six harassment reasons reported)
	Staff 6.1	How much of a problem at this school is harassment or bullying among students?
	Parent 4.2	Based on your experience, how much of a problem at this school is harassment or bullying among students?
A 6.8		Do you consider yourself a member of a gang?
	Staff 6.5	How much of a problem at this school is gang–related activity?
	Parent 4.6	Based on your experience how much of a problem at this school is gang related activity?
A 6.10		How safe do you feel when you are at school?
	Staff 2.19	The school is a safe place for staff.
A 7.1		Did you eat breakfast today?
	Staff 5.7	Based on your experience, how many students at this school are healthy and physically fit?
A 7.2		During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?
	Staff 5.8	How much of a problem at this school is student depression or other mental health problems?
A 7.3		During the past 12 months, did you ever seriously consider attempting suicide?
	Staff 5.8	How much of a problem at this school is student depression or other mental health problems?
SC 1		Adults at this school treat all students with respect.
	Staff 4.4	How many adults at this school treat every student with respect?
	Parent 2.4	This school treats all students with respect.

SC 2		My class lessons include examples of my racial, ethnic, or cultural background.
	Staff 4.6	This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
	Parent 2.12	This school provides instructional materials that reflect my child's culture, ethnicity and identity.
SC 3		I have been disrespected by an adult at this school because of my race, ethnicity, or culture.
	Staff 4.5	This school emphasizes showing respect for all students' cultural beliefs and practices.
SC 4		There is a lot of tension in this school between people of different cultures, races, or ethnicities.
	Staff 4.2	How much of a problem at this school is racial/ethnic conflict among students?
	Parent 4.4	Based on your experience, how much of a problem at this school is racial/ethnic conflict among students?
SC 6		My teachers work hard to help me with my schoolwork when I need it.
	Staff 3.4	This school emphasizes helping students academically when they need it.
SC 7		Teachers show how classroom lessons are helpful to students in real life.
	Staff 2.5	This school emphasizes teaching lessons in ways relevant to students.
	Parent 2.13	This school provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
	Parent 2.5	This school provides quality programs for my child's talents, gifts, or special needs.
SC 8		Teachers give students a chance to take part in classroom discussions or activities.
	Staff 3.7	This school gives all students equal opportunity to participate in classroom discussions or activities.
	Parent 2.14	This school gives my child opportunities to participate in classroom activities.
SC 9		Students at this school are motivated to learn.
	Staff 5.1	Based on your experience, how many students at this school are motivated to learn?
SC 10		The school promotes academic success for all students.
	Staff 2.3	(same)
	Parent 2.1	(same)
SC 11		This school is a supportive and inviting place for students to learn.
	Staff 2.1	(same)
	Parent 2.2	This school is an inviting place for students to learn.
SC 12		All students are treated fairly when they break the rules.
	Staff 7.2	The school handles discipline problems fairly.
	Parent 2.4	This school enforces school rules equally for my child and all students.
SC 13		This school clearly informs students what would happen if they break school rules.
	Staff 7.1	The school clearly communicates to students the consequences of breaking school rules.
	Parent 2.8	This school clearly tells students in advance what will happen if they break school rules.
SC 14		The schoolyard and buildings are clean and in good condition.
	Staff 2.20	This school has clean and well-maintained facilities and property.

SC 15		Students at this school are well behaved.
	Staff 5.4	Based on your experience, how many students at this school are well–behaved?
SC 16		I have participated in the following career–related activities at this school. (Mark all that apply.) Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others) Paid or unpaid internship or apprenticeship at a company None of the above or don't know
	Parent 2.5	This school provides quality programs for my child's talents, gifts, or special needs.

CSCS–ANCHORED CROSSWALK

TABLE NUMBER

CSCS	STUDENT (CHKS)/ PARENT (CSPS)	ITEM WORDING
2.1		This school is a supportive and inviting place for students to learn.
	Student SC11	(same)
	Parent 2.2	This school is an inviting place for students to learn.
2.3		The school promotes academic success for all students.
	Student SC10	(same)
	Parent 2.1	(same)
2.4		This school emphasizes helping students academically when they need it.
	Student SC6	My teachers work hard to help me with my schoolwork when I need it.
2.5		This school emphasizes teaching lessons in ways relevant to students.
	Student SC7	Teachers show how classroom lessons are helpful to students in real life.
	Student SC17	I have participated in the following career–related activities at this school. (Mark all that apply.) Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others) Paid or unpaid internship or apprenticeship at a company None of the above or don't know
	Parent 2.15	This school provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
	Parent 2.5	This school provides quality programs for my child's talents, gifts, or special needs.
2.6		This school is a supportive and inviting place to work.
	Parent 4.5	Based on your experience, how much of a problem at this school is lack of respect of staff by students?

2.19		The school Is a safe place for students.
	Student A3.10	I feel safe in my school.
	Parent 2.3	This school is a safe place for my child.
2.18		The school is a safe place for staff.
	Student A6.10	How safe do you feel when you are at school?
2.20		This school has clean and well–maintained facilities and property.
	Student SC14	The schoolyard and buildings are clean and in good condition.
2.21		This school is welcoming to and facilitates parent involvement.
	Parent 3.2	This school allows input and welcomes parents' contributions.
	Parent 3.5	This school encourages me to be an active partner with the school in educating my child.
3.1		How many adults at this school really care about every student?
	Student A3.11	At my school there is a teacher of some other adult who really cares about me.
3.2		How many adults at this school acknowledge and pay attention to students?
	Student A3.11	At my school, there is a teacher or some other adult who notices if I am not there.
3.3		How many adults at this school listen to what students have to say?
	Student A3.11	At my school, there is a teacher or some other adult who listens when I have something to say.
3.4		How many adults at this school want all students to do their best?
	Student A3.11	At my school, there is a teacher or some other adult who always wants me to do my best.
3.5		How many adults at this school believe that every student can be a success?
	Student A3.11	At my school, there is a teacher or some other adult who believes that I will be a success.
3.6		This school encourages opportunities for students to decide things like class activities or rules.
	Student A3.11	I help decide things like class rules or activities.
3.7		This school gives all students equal opportunity to participate in classroom discussions or activities.
	Student SC8	Teachers give students a chance to take part in classroom discussions or activities.
	Parent 2.4	This school gives my child opportunities to participate in classroom activities.
3.9		This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
	Student 3.11	I do things that make a difference at school.
	Parent 2.9	This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
4.1		The school fosters an appreciation of student diversity and respect for each other.
	Parent 2.8	This school communicates the importance of respecting all cultural beliefs and practices.

4.2		How much of a problem at this school is racial/ethnic conflict among students?
	Student SC4	There is a lot of tension in this school between people of different cultures, races, or ethnicities.
	Parent 4.4	Based on your experience, how much of a problem at this school is racial/ethnic conflict among students?
4.3		How many adults at this school treat all students fairly?
	Student A3.10	Teachers at this school treat students fairly
4.4		How many adults at this school treat every student with respect?
	Student SC1	Adults at this school treat all students with respect.
	Parent 2.4	This school treats all students with respect.
4.5		This school emphasizes showing respect for all students' cultural beliefs and practices.
	Student SC3	I have been disrespected by an adult at this school because of my race, ethnicity, or culture.
4.6		This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
	Student SC2	My class lessons include examples of my racial, ethnic, or cultural background.
	Parent 2.12	This school provides instructional materials that reflect my child's culture, ethnicity and identity.
4.9		This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
	Parent 2.11	This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.
5.1		Based on your experience, how many students at this school are motivated to learn?
	Student SC9	Students at this school are motivated to learn.
5.2		How much of a problem at this school is cutting classes or being truant?
	Student A2.7	During the past 12 months, about how many times did you skip school or cut classes?
5.4		Based on your experience, how many students at this school are well–behaved?
	Student SC15	Students at this school are well behaved.
5.7		Based on your experience, how many students at this school are healthy and physically fit?
	Student A7.1	Did you eat breakfast today?
5.8		How much of a problem at this school is student depression or other mental health problems?
	Student A7.2	During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?
	Student A7.3	During the past 12 months, did you ever seriously consider attempting suicide?
6.1		How much of a problem at this school is harassment or bullying among students?
	Student A6.7	During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (Any of six harassment reasons reported)
	Parent 4.2	Based on your experience, how much of a problem at this school is harassment or bullying among students?

6.2		How much of a problem at this school is physical fighting between students?
	Student A6.2	During the past 12 months, how many times on school property have you been in a physical fight?
	Parent 4.3	Based on your experience, how much of a problem at this school is physical fighting between students?
6.2		How much of a problem at this school is physical fighting between students?
	Student A6.2	During the past 12 months, how many times on school property have you been in a physical fight?
	Parent 4.3	Based on your experience, how much of a problem at this school is physical fighting between students?
6.3		How much of a problem at this school is vandalism (including graffiti)?
	Student 6.3	During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books? During the past 12 months, how many times on school property have you damaged school property on purpose?
	Parent 4.8	Based on your experience, how much of a problem at this school is vandalism (including graffiti)?
6.4		How much of a problem at this school is theft?
	Student A6.3	During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books?
6.5		How much of a problem at this school is gang–related activity?
	Student A6.8	Do you consider yourself a member of a gang?
	Parent 4.6	Based on your experience how much of a problem at this school is gang related activity?
6.6		How much of a problem at this school is weapons possession?
	Student A6.4	During the past 12 months, how many times on school property have you carried a gun? During the past 12 months, how many times on school property have you carried any other weapon?
	Parent 4.7	Based on your experience, how much of a problem at this school is weapons possession?
6.7		How much of a problem at this school is student alcohol and drug use?
	Student A4.13	During your life, how many times have you been drunk on alcohol or high on drugs on school property?
	Parent 4.1	Based on your experience, how much of a problem at this school is student alcohol and drug use?
6.8		How much of a problem at this school is tobacco use?
	Student A5.4	During the past 30 days, on how many days on school property did you smoke cigarettes?
7.1		The school clearly communicates to students the consequences of breaking school rules.
	Student SC13	This school clearly informs students what would happen if they break school rules.
	Parent 2.8	This school clearly tells students in advance what will happen if they break school rules.
7.2		The school handles discipline problems fairly.
	Student SC12	All students are treated fairly when they break the rules.
	Parent 2.9	This school enforces school rules equally for my child and all students.
7.5		This school provides adequate counseling and support services for students.
	Parent 2.6	This school provides quality counseling or other ways to help students with social or emotional needs.
8.2		This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g, Student Assistance Program).
	Parent 2.6	This school provides quality counseling or other ways to help students with social or emotional needs.

8.8		The school provides students with healthy food choices.
	Parent 2.7	(Same)

CSPS–ANCHORED CROSSWALK

CSPS	STAFF (CSCS)/ STUDENT (CHKS)	ITEM WORDING
2.1		The school promotes academic success for all students.
	Staff 2.3	(same)
	Student SC10	(same)
2.2		This school is an inviting place for students to learn.
	Staff 2.1	This school is a supportive and inviting place for students to learn.
	Student SC11	(same)
2.3		This school is a safe place for my child.
	Staff 2.18	The school Is a safe place for students.
	Student A3.10	I feel safe in my school.
2.4		This school treats all students with respect.
	Staff 4.4	How many adults at this school treat every student with respect?
	Student SC1	Adults at this school treat all students with respect.
2.5		This school provides quality programs for my child's talents, gifts, or special needs.
	Staff 2.5	This school emphasizes teaching lessons in ways relevant to students.
	Student SC7	Teachers show how classroom lessons are helpful to students in real life.
	Student SC16	I have participated in the following career–related activities at this school. (Mark all that apply.) Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others) Paid or unpaid internship or apprenticeship at a company D)None of the above or don't know
2.6		This school provides quality counseling or other ways to help students with social or emotional needs.
	Staff 7.5	This school provides adequate counseling and support services for students.
	Staff 8.2	This school provides effective confidential support and referral services for students needing help because of substance abuse, violence, or other problems (e.g, Student Assistance Program)
2.7		The school provides students with healthy food choices.
	Staff 8.8	(same)
2.8		This school clearly tells students in advance what will happen if they break school rules.
	Staff 7.1	The school clearly communicates to students the consequences of breaking school rules.
	Student SC13	This school clearly informs students what would happen if they break school rules.

2.9		This school enforces school rules equally for my child and all students.
	Staff 7.2	The school handles discipline problems fairly.
	Student SC12	All students are treated fairly when they break the rules.
2.10		This school communicates the importance of respecting all cultural beliefs and practices.
	Staff 4.1	The school fosters an appreciation of student diversity and respect for each other.
2.11		This school encourages all students to enroll in challenging courses regardless of their race, ethnicity, or nationality.
	Staff 4.9	This school encourages students to enroll in rigorous courses (such as honors and AP), regardless of their race, ethnicity, or nationality.
2.12		This school provides instructional materials that reflect my child's culture, ethnicity and identity.
	Staff 4.6	This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
	Student SC2	My class lessons include examples of my racial, ethnic, or cultural background.
2.13		This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
	Staff 3.9	This school gives students opportunities to make a difference by helping other people, the school, or the community (i.e., service learning).
	Student A3.11	I do things that make a difference at school.
2.14		This school gives my child opportunities to participate in classroom activities.
	Staff 3.7	This school gives all students equal opportunity to participate in classroom discussions or activities.
	Student SC8	Teachers give students a chance to take part in classroom discussions or activities.
2.15		This school provides quality activities that meet my child's interests and talents, such as sports, clubs, and music.
	Staff 2.5	This school emphasizes teaching lessons in ways relevant to students.
	Student SC7	Teachers show how classroom lessons are helpful to students in real life.
	Student SC16	I have participated in the following career–related activities at this school. (Mark all that apply.) Career exploration like career fairs, job shadowing, field trips to organizations, or career assessments Classes focused on preparing students for careers in a specific industry (like construction, business, health care or others) Paid or unpaid internship or apprenticeship at a company None of the above or don't know
3.2		This school allows input and welcomes parents' contributions.
	Staff 2.21	This school is welcoming to and facilitates parent involvement.
3.5		This school encourages me to be an active partner with the school in educating my child.
	Staff 2.21	This school is welcoming to and facilitates parent involvement.
3.1		Based on your experience, how much of a problem at this school is student alcohol and drug use?
	Staff 6.7	How much of a problem at this school is student alcohol and drug use?
	Student A4.13	During your life, how many times have you been drunk on alcohol or high on drugs on school property?
3.2		Based on your experience, how much of a problem at this school is harassment or bullying among students?
	Staff 6.1	How much of a problem at this school is harassment or bullying among students?
	Student A6.7	During the past 12 months, how many times on school property were you harassed or bullied for any of the following reasons? (Any of six harassment reasons reported)

4.3		Based on your experience, how much of a problem at this school is physical fighting between students?
	Staff 6.2	How much of a problem at this school is physical fighting between students?
	Student A6.2	During the past 12 months, how many times on school property have you been in a physical fight?
4.4		Based on your experience, how much of a problem at this school is racial/ethnic conflict among students?
	Staff 4.2	How much of a problem at this school is racial/ethnic conflict among students?
	Student SC4	There is a lot of tension in this school between people of different cultures, races, or ethnicities.
4.5		Based on your experience, how much of a problem at this school is lack of respect of staff by students?
	Staff 2.6	This school is a supportive and inviting place to work.
4.6		Based on your experience how much of a problem at this school is gang related activity?
	Staff 6.5	How much of a problem at this school is gang–related activity?
	Student A6.8	Do you consider yourself a member of a gang?
4.7		Based on your experience, how much of a problem at this school is weapons possession?
	Staff 6.6	How much of a problem at this school is weapons possession?
	Student 6.4	During the past 12 months, how many times on school property have you carried a gun? During the past 12 months, how many times on school property have you carried any other weapon?
4.8		Based on your experience, how much of a problem at this school is vandalism (including graffiti)?
	Staff 6.3	How much of a problem at this school is vandalism (including graffiti)?
	Student A6.3	During the past 12 months, how many times on school property have you had property stolen or deliberately damaged, such as your car, clothing, or books? During the past 12 months, how many times on school property have you damaged school property on purpose?