



California School Climate & Safety Survey-Short Form

The California School Climate and Safety Survey (CSCSS) was designed specifically for use by school site safety planning teams. It is a student self-report questionnaire created to measure general school campus climate and personal safety-related experiences. Originally developed as a needs assessment tool, the CSCSS was designed to correspond with the school safety planning model presented in the original edition of the document: *California Safe Schools: A Planning Guide for Action*. As a research instrument, the CSCSS has been used in numerous studies. The original CSCSS consisted of 102 items.

In 2005, we completed additional analyses aiming to streamline the CSCSS to make it easier by schools to assess campus conditions and needs. This produced resulted in the Short Form version of the The California School Climate and Safety Survey. It is a three-part survey designed to assess students' perceptions of school danger and the supportive climate of their schools. The final section, the School Victimization Scale, consists of items that ask students to indicate whether they have personally experienced different victimization events at school during the past month such as bullying, personal injury, theft, and verbal harassment. The instrument also includes a social desirability scale, response reliability items, and general demographic items. A web accessible version is available. Schools may use the Youth Risk Behavior Surveillance Survey of the California Healthy Kids Survey; however, the CSCSS offers a reliable research-supported instrument with which to conduct research and program evaluation. We also offer it to support rural schools and those without the resources to conduct meaningful safe schools monitoring.

ITEM CONTENT

SCHOOL DANGERS

How often do these things happen at your school? Students threatening or bullying

SCHOOL SAFETY

Gang members make this school dangerous

SCHOOL CLIMATE

You can really trust most of the people at my school

VICTIMIZATION

Have any of the following things happened to you AT SCHOOL during the past month? You were punched or kicked by someone trying to hurt you

University of California, Santa Barbara
International Center for School Based Youth
Development, Santa Barbara, CA 93106
mfurlong@ucsb.edu

Key Studies

- MORRISON, G., FURLONG, M. J., & SMITH, G. (1994). FACTORS ASSOCIATED WITH THE EXPERIENCE OF SCHOOL VIOLENCE AMONG GENERAL EDUCATION, LEADERSHIP CLASS, OPPORTUNITY CLASS, AND SPECIAL DAY CLASS PUPILS. *EDUCATION AND TREATMENT OF CHILDREN*, 17, 356-369.
- FURLONG, M. J., CHUNG, A., BATES, M., & MORRISON, R. (1995). WHO ARE THE VICTIMS OF SCHOOL VIOLENCE? A COMPARISON OF STUDENT NON-VICTIMS AND MULTI-VICTIMS. *EDUCATION & TREATMENT OF CHILDREN*, 18, 1-17.
- FURLONG, M. J. (1996). TOOLS FOR ASSESSING SCHOOL VIOLENCE. IN S. MILLER, J. BRODINE, & T. MILLER (EDS.), *SAFE BY DESIGN: PLANNING FOR PEACEFUL SCHOOL COMMUNITIES* (PP. 71-84). SEATTLE, WA: COMMITTEE FOR CHILDREN.
- ROSENBLATT, J., & FURLONG, M. J. (1997). ASSESSING THE RELIABILITY AND VALIDITY OF STUDENT SELF REPORTS OF CAMPUS VIOLENCE. *JOURNAL OF YOUTH & ADOLESCENCE*, 26, 187-202.
- FURLONG, M. J., MORRISON, R., CHUNG, A., & BATES, M. (1998). SCHOOL VIOLENCE VICTIMIZATION AMONG SECONDARY STUDENTS IN CALIFORNIA: GRADE, GENDER, AND RACIAL-ETHNIC GROUP INCIDENCE PATTERNS. *CALIFORNIA SCHOOL PSYCHOLOGIST*, 3, 71-87.
- FURLONG, M. J., SHARMA, B., & RHEE, S. (2000). DEFINING SCHOOL VIOLENCE VICTIM SUBTYPES: A STEP TOWARDS ADAPTING PREVENTION AND INTERVENTION PROGRAMS TO MATCH STUDENT NEEDS IN D. SINGH & C. B. ASPY (EDS.), *VIOLENCE IN AMERICAN SCHOOLS: A PRACTICAL GUIDE FOR COUNSELORS* (PP. 67-88). WASHINGTON, DC: AMERICAN COUNSELING ASSOCIATION.
- FURLONG, M. J., GREIF, J., WHIPPLE, A., BATES, M. P., & JIMENEZ, T. (2005). THE DEVELOPMENT OF THE CALIFORNIA SCHOOL CLIMATE AND SAFETY SURVEY—SHORT FORM. *PSYCHOLOGY IN THE SCHOOLS*, 42, 137-149.

Please contact Michael Furlong if you would like to discuss the use of the CSCSS-SF. mfurlong@ucsb.edu