B. School Culture Survey

The School Culture Survey is designed to evaluate a school's culture. It surveys all school stakeholders, including students, school staff, and families. Specific implementation is determined by each school. The survey can be used to guide school communities in all MTSS-based activities, but particularly around mental health and school connectedness.

Pre-Year *(first three weeks of school)*
The Pre-Year, completed at the beginning of the school year, will set a baseline for the year's activities and help school professionals determine appropriate programs and interventions.

Post-Year *(last three weeks of school)*
The Post-Year, completed at the end of the school year, will provide a data point on any movement from the Pre-Year survey, but also set a baseline for the subsequent school year.

School Culture Survey Results Link *(if available)* *All surveys request Country, State, & School*		*Early-Year* Survey Link QR Code to Pre-Year:	*Late-Year* Survey Link QR Code to Post-Year:
Questions & Responses	*Purpose*	*Interpretation*	*Specific Ideas & Tools*
Who are you? ● Student ● Parent/Guardian/Family Member ● School Staff	To gather feedback from all vital stakeholders in a school community.	The survey response tool will display data as a whole as well as break down specific stakeholder responses.	Erika's LIghthouse has programs that positively impact every stakeholder.
I feel safe at school. ● *Strongly Agree* ● *Agree* ● *Disagree* ● *Strongly Disagree*	To gauge the sense of school safety.	Schools should be safe environments. A high disagreement level with this statement means schools should be more proactive about taking safety seriously. This can encompass physical and mental safety and may include bullying or school violence.	
I feel supported at school ● *Strongly Agree* ● *Agree* ● *Disagree* ● *Strongly Disagree*	To gauge the sense of support at school.	Schools should be supportive environments. A high disagreement level with this statement means stakeholders do not feel the school is invested in them personally.	
I feel comfortable sharing my ideas and thoughts at school ● *Strongly Agree* ● *Agree* ● *Disagree* ● *Strongly Disagree*	To gauge the sense of openness and willingness to communicate.	Schools should be open learning environments. A high disagreement with this statement means the school should be more open to feedback and listening to stakeholders.	
I feel cared about at school ● *Strongly Agree* ● *Agree* ● *Disagree*	To gauge the sense of being cared for and important. *This question is a version of*	Schools should be caring environments. A high disagreement with this statement means the school needs to be	

• *Strongly Disagree*	*a universal question across all Erika's Lighthouse surveys.*	proactive with demonstrating personal concern.	
I feel close to people at school • *Strongly Agree* • *Agree* • *Disagree* • *Strongly Disagree*	School Connectedness To gauge the sense of connectedness. *This question is a universal question across all Erika's Lighthouse surveys. It is a version of the YRBS school connectedness data point.*	Schools should be connected environments. A high disagreement with this statement means the school needs to be proactive with building connections between families, staff and students.	
I feel comfortable sharing my concerns with someone at school • *Strongly Agree* • *Agree* • *Disagree* • *Strongly Disagree*	To gauge the sense of comfort in speaking with others about concerns.	Schools should be stigma-free zones. A high disagreement with this statement means the school needs to work hard to break down stigmas that may prevent open, supportive dialogue.	
I am comfortable talking to a trusted adult at school (student question only) • *Strongly Agree* • *Agree* • *Disagree* • *Strongly Disagree*	To gauge the sense of comfort with talking to a trusted adult.	Schools should be centers of trusted adults. A high disagreement with this statement means the school needs to work hard to help students connect with adults and make themselves available for potentially uncomfortable conversations.	

School Level Review	District Level Review	Cross-Survey Results
Data at a school level should provide interesting insights, particularly for year over year outcomes. The Pre-Year survey will help you identify particular areas of strength and challenges. If students feel safe in the school, but not comfortable sharing concerns with someone - there is a strong foundation for the school to advance conversations and reduce stigma around issues. The Post-Year survey will help you see any progress you may have made through the year. Have your interventions been effective? Is there more you can do?	Data at a district level can provide even greater insight. While Erika's Lighthouse does not currently support district-level data as a native option, you can certainly feed the raw numbers into a spreadsheet to determine school-by-school results and the larger districts growth. If you are using multi-level, cross-school programming, results should become more pronounced over the years. The culture survey will provide a fresh baseline year after year along with an end-year baseline that can also be leveraged.	If your school or district is using multiple survey tools, several of the goals and questions are similar. You'll be able to track student, school, and program-based growth. This is especially true for year-over-year results. A few things that could be considered: • Do students that complete Classroom Education have better connectedness, culture and results than the baseline average? • Do students that participate in Empowerment Clubs see better connectedness, culture and results than the baseline average? • If your school is implementing family workshops, how different are the Pre-Year results to the Post-Year? What other interventions are you leveraging with families? • If you implement staff training, are students identifying more trusted adults at school they would be willing to talk to? • Does using more pillars of Erika's LIghthouse and other programs improve culture and increase success?