

Guidebook for the *California Healthy Kids Survey*

Part III: School Climate Survey for Teachers and Other Staff

2005-2006 Edition

Austin, G. & Duerr, M. (2005).

WestEd



**CALIFORNIA
Safe and Healthy Kids
PROGRAM OFFICE**



**OURER
TEACHER IN
RESOURCES**

PREFACE

In compliance with the No Child Left Behind Act of 2001 (NCLB), the California Department of Education (CDE) requires that all local education agencies (LEAs) receiving Safe and Drug-Free Schools and Communities (SDFSC) funds administer the California Healthy Kids Survey (CHKS) to students biennially to assess their needs, monitor progress in addressing those needs, and demonstrate accountability. Starting fall 2004, districts must also administer the CHKS School Climate Survey (SCS) to staff to assure compliance with NCLB requirements for a teacher survey.

The CHKS is rooted in the recognition that improvements in academic achievement cannot occur without addressing the health and behavioral risks that confront our state's youth and establishing environments that support learning and positive youth development. The first step in achieving this goal is obtaining data to guide program development and decision-making. To this end, the SCS is designed to provide key information needed not only for health and prevention programs but for overall school improvement efforts. The SCS provides data on fundamental learning supports and barriers, and can be customized to collect additional information to guide these efforts.

This part of the CHKS Guidebook¹ explains the SCS requirements, and describes the procedures, step-by-step, for administration.² Tasks are numbered sequentially to follow the last task listed for conducting the student survey in Guidebook Part I. Free on-call technical assistance and trainings are available through the CHKS Regional Centers, which can be contacted by calling 888.841.7536. The technical assistance services available are listed in Guidebook Part I.

ACKNOWLEDGMENTS

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¹ Austin, G. & Duerr, M. (2005). Guidebook for the California Healthy Kids Survey part III: School Climate Survey for teachers and other staff. San Francisco, CA: WestEd. Copyright © 2005 WestEd.

² Guidebook Part I provides background information about the student survey and task-by-task instructions for effectively administering it. Guidebook Part II deals with using and disseminating the results of the CHKS student survey.

ABBREVIATIONS

Surveys

CHKS	The California Healthy Kids Survey
SCS	The CHKS School Climate Survey for staff

Programs and Legislation

LEAP	Local Education Agency Plan (contains CHKS Performance Indicators).
NCLB	No Child Left Behind Act of 2001, which requires schools that accept Title IV funds to assess student substance use and violence and to evaluate programs that address these problems.
SDFSCA	Safe and Drug-Free Schools and Communities Act (Title IV), which authorizes and establishes the requirements for the SDFSC program within the US Department of Education.
Title IV	The section of No Child Left Behind Act authorizing the Safe and Drug-Free Schools and Communities program.
TUPE	State Tobacco Use Prevention Education program.

Agencies

CDE	California Department of Education
COE	County office of education
LEA	Local education agency, such as a school district or county office of education
OAG	Office of the Attorney General, within the California Department of Justice

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IX. WHAT IS THE SCHOOL CLIMATE SURVEY?

PURPOSE

No Child Left Behind (NCLB) mandates that schools receiving federal Safe and Drug-Free Schools and Community (SDFSC) funds conduct an anonymous teacher survey of the incidence of, prevalence of, and attitudes related to drug use and violence (see Exhibit 9.1 for exact wording). To meet this NCLB mandate, the California Department of Education (CDE) funded the development of the School Climate Survey (SCS) for staff as a required companion to the California Healthy Kids Survey (CHKS) for students.

The survey provides data for both SDFSC and school improvement efforts

To further enhance the value of the survey to schools, it has been designed to help meet the data needs of not only SDFSC and health programs but also of general school planning, reform, and improvement efforts. Analysis of CHKS student data has shown that several key risk and resilience indicators are related to changes in SAT-9 test scores over time.³ This analysis supports the importance of promoting student well-being and positive development — and of reducing involvement in risk behaviors — as part of any comprehensive school improvement effort. One goal of the SCS is to provide more data that will advance awareness of these linkages between health and academic achievement. The SCS includes key questions related to academic standards, staff-student relationships, the learning environment in the school, and learning supports and barriers.

It can be customized to meet any information need

The survey has also been designed as a vehicle for collecting additional information from staff *on any subject*. Therefore, one of the first survey-planning steps is to make the district superintendent, school leadership teams, and other stakeholders concerned with improving the school aware of the value of the SCS not only for the data it provides about the school but also as a tool for additional data collection (see Task 32). Section 10 of the guidebook discusses several customization options for consideration.

Districts are not being assessed based on these results. However, local results should be publicly reported and are subject to public disclosure under the California Public Records Act.

³ Hanson, T., Austin, G., & Lee-Bayha, J. (2004). Ensuring that no child is left behind: How are student health risks and resilience related to the academic progress of schools? San Francisco, CA: WestEd.

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CONTENT

Exhibit 9.2 outlines the survey content. (You can view the entire survey on the CHKS website.) To meet the NCLB requirement, the survey gathers information from school staff that, in conjunction with CHKS student data, will enrich a school district's ability to: (a) understand the health risk and protective factors that students encounter; and (b) address the impact of substance use and violence on the students and the school. It covers some of the same content areas regarding substance use, school safety, health, and youth development that are in the CHKS student survey. This enables you to determine whether staff perceptions are consistent with self-reported student behaviors.⁴ It includes questions that assess:

- How great a problem certain behaviors pose for the school; e.g., student alcohol and other drug (AOD) use, violence, and truancy;
- The nature, communication, and enforcement of school rules/policies (including zero tolerance assessment); and
- The scope of prevention efforts and health services, including school-community collaboration and availability of resources.

The SCS assesses key learning supports and barriers

Additionally, it contains general school-climate questions relevant to the overall environment, academic achievement, school connectedness, staff relationships, learning supports, and learning barriers. This includes questions related to:

- Whether the school is a supportive place to work and learn;
- The physical/mental fitness of students, and motivation to learn;
- How well staff care about, pay attention to, and support students to do their best;
- How well staff support each other and feel responsibility for school improvement;
- Racial/ethnic conflict among students and promotion of diversity appreciation; and
- Parent involvement.

An effort was made to keep the survey as short as possible, and to limit it to key questions related to each of the two main goals described above. To this end, it is divided into two parts.

- The first part consists of 43 general questions to be completed by all staff. (This should take under ten minutes to complete.)

⁴ For example, staff are asked to indicate how great a problem student substance use, violence, and truancy pose for the school. These perceptions can be compared to the actual prevalence of these behaviors as self-reported by students.

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- The second part consists of 22 program-specific questions and is to be filled out only by staff that have responsibilities for services or instruction in health, prevention, safety, counseling or discipline.

SURVEY REQUIREMENTS

CDE requires districts that accept SDFSC funds to administer the survey under the following minimum conditions, as well as follow all the instructions in this guidebook. There is no charge for administering the basic required survey (online version).

- **Administration Method.** The survey is designed for online administration. It can be conducted manually, but a custom fee applies (see Task 35). *One method must be selected for the whole district.*
- **School Participation.** It must be administered biennially in all schools participating in the district's CHKS student survey, and in conjunction with it.
- **Staff Participation.** A request to participate must be distributed to all certificated staff working with students in grades 5-12, as well as to all health, safety, and prevention staff. Staff participation must be **anonymous and voluntary**. No one can be required to complete the survey (see Task 39).
- **Data Processing.** The results must be provided to CDE. This will happen automatically, as your data are submitted (see Task 40).

Enhancing Staff Participation

Although staff participation is voluntary, a high rate of participation should be encouraged. To ensure your investment in the SCS pays off, you need data that accurately reflects staff perceptions and experiences as a whole. If the results are not representative, they will not be as valid or useful to you (see Task 39).

SURVEY OPTIONS

Because the SCS is not just a survey but also a flexible data collection system, you can use it in a wide variety of ways to obtain information from staff on other topics. Section 10 describes several options for customizing the survey. There are no fees for the basic, biennial online survey. Additional fees apply to:

- Adding custom questions and any other survey content modifications;
- Administering the survey more frequently than once every two years; and

IX. WHAT IS THE SCHOOL CLIMATE SURVEY?

- Data analysis or program evaluation assistance.⁵

Custom fees also apply for administering the required survey if planning, mailing materials, and processing the results cannot be accomplished at the same time as that of the student survey. The fees depend on how much work is required by CHKS staff, who will work with you to identify your needs and then provide a cost estimate. The full Fee Schedule can be accessed online at <http://www.wested.org/hks>.

REPORTING & DATA CONFIDENTIALITY

Like the student survey, the results will be reported for the district as a whole. To preserve anonymity, results will be presented in tables that combine answers from all staff in all grades according to the district school configuration (i.e., by elementary, middle school, high school, non-traditional) and by individual school. When final samples include fewer than five staff, demographic information - including role(s) at school and number of years worked - will not be disclosed.

Your local results are reported only to you. However, NCLB requires survey results be publicly reported and they are subject to public disclosure under the California Public Records Act. External requests for district data to the CHKS Regional Centers will be referred to the designated district coordinator.

The aggregated SCS database (the results from all districts) will be available to state agencies and researchers for analysis under the same conditions of strict confidentiality as the CHKS student survey (e.g., assurance is provided not to reveal any results by district name without district authorization).

⁵ As with the student survey, these cost-recovery fees are needed due to the limits of state funding and the need to allocate services equitably across LEAs, regardless of size and variability in service needs. All fees are based on the real costs of performing each service, and cost estimates will be provided in advance for any custom-service requests. Whenever a fee applies, it is noted in this manual.

Exhibit 9.1. SDFSCA Teacher Survey Requirement

*No Child Left Behind, Section 4112, Reservation of State Funds for Safe and Drug-Free Schools**

TITLE IV—21ST CENTURY SCHOOLS

PART A—SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

SEC. 4112. RESERVATION OF STATE FUNDS FOR SAFE AND DRUG-FREE SCHOOLS.

(c) STATE ACTIVITIES.—

(3) UNIFORM MANAGEMENT INFORMATION AND REPORTING SYSTEM.—

(A) INFORMATION AND STATISTICS.—A State shall establish a uniform management information and reporting system.

(B) USES OF FUNDS.—A State may use funds described in subparagraphs (A) and (B) of subsection (b)(2), either directly or through grants and contracts, to implement the uniform management information and reporting system described in subparagraph (A), for the collection of information on—

(i) truancy rates;

(ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities.

(C) COMPILATION OF STATISTICS.—In compiling the statistics required for the uniform management information and reporting system, the offenses described in subparagraph (B)(ii) shall be defined pursuant to the State's criminal code, but shall not identify victims of crimes or persons accused of crimes. The collected data shall include incident reports by school officials, anonymous student surveys, and **anonymous teacher surveys**.

(D) REPORTING.—The information described under subparagraph (B) shall be reported to the public and the data referenced in clauses (i) and (ii) of such subparagraph shall be reported to the State on a school-by-school basis.

* See Exhibit 1.1 in Part I of this guidebook for Section 4115 of No Child Left Behind regarding the Principles of Effectiveness.

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Exhibit 9.2. Survey Content Outline

Topic	Variables
Alcohol, Tobacco, and Other Drug Use	Degree to which alcohol/tobacco/drug use pose a problem at school Sufficiency of resources to address substance use* Importance placed on substance abuse prevention* Consequences for first-time violations of AOD policies*
School Safety, Harassment, and Crisis Management	Perceived safety of students and staff Degree to which harassment/bullying, student fighting, verbal or physical abuse, gang activity, weapon possession, vandalism and theft pose a problem at school Procedures to deal with crises* Sufficiency of resources to create a safe campus* Use of metal detectors, security guards, personal searches to maintain security*
Equity Issues	Degree to which racial/ethnic conflict poses a problem at school Appreciation of student diversity and respect
Discipline	Degree to which disruptive student behavior and truancy pose a problem at school How many students are well-behaved Fair and effective handling of discipline problems
School Rules and Policies	Communication of consequences for breaking school rules Nature and consistency of rule enforcement (zero tolerance vs. case-by-case)
Health and Prevention Programs	Provision of healthy food choices Adequacy of counseling/support and health services for students Extent to which the school provides programs/services related to: <ul style="list-style-type: none"> - Youth development and character education* - Nutrition and physical education* - Alcohol, tobacco, and other drug use prevention* - Conflict resolution and harassment/bullying prevention* - Students with disabilities or special needs*
Learning/Working Environment	Staff responsibility for improving the school Staff treatment of, feelings toward, and fairness to students Whether the school is a supportive place to learn and work School standards and promotion of academic success Staff treatment of other adults at school Student participation in class activities and rule-making How many students: <ul style="list-style-type: none"> - Are healthy and physically fit - Arrive at school alert and rested - Are motivated to learn - Are involved in extracurricular activities or enrichment opportunities Degree to which student depression/mental health pose a problem at school Professional development opportunities for staff*
Parent/Community Involvement	Parent involvement in school events and activities Collaboration with law-enforcement* Collaboration with community agencies to address substance abuse or other problems*

* Topic covered in survey section answered only by health, prevention, discipline, counseling, and safety staff.

X. CUSTOMIZING YOUR SURVEY

The SCS provides an opportunity for you to collect the data you need, efficiently and cost-effectively

The survey requirements listed in Section 9 are only a minimum for CDE compliance. As noted, the SCS is not just a survey but also a flexible data collection system. You can use it in a variety of ways to obtain information from staff on any topic. The SCS has been specifically designed to help provide information to guide comprehensive school improvement and reform efforts. In particular, the survey can be a valuable tool for low-performing schools to efficiently and cost-effectively gather the information they need to guide and monitor their school improvement efforts.

This section presents several options for customizing the survey to make it even more useful to your district and to help you better meet local information needs. These include:

- Surveying additional staff or schools;
- Adding questions to collect other information needed from staff;
- Administering it more frequently than every two years to more closely monitor changes in school climate and staff perceptions; and
- Integrating the SCS with program evaluation efforts.

DETERMINE ADDITIONAL SAMPLE AND REPORT NEEDS

You may decide local information needs warrant surveying more schools or grade levels than minimally required (i.e., including staff serving grades K-4), particularly if:

- You want to assess differences/similarities among your schools.
- You need data from a school not included in the CHKS student survey sample, particularly if you want information about a specific program or problem occurring at that school (see the discussion of adding questions).

Results are provided at the district and school level; however custom reports can be created for an additional fee. For example, you may want reports to compare staff involved in a particular program area to those who are not, or get reports containing groups of schools based on variations in student demographics, programs, services, or academic indicators.⁶ For further information, please contact your CHKS Regional Center.

⁶ Some schools initially may be wary of being compared for fear of being stigmatized. A response to this concern is provided in the Frequently Asked Questions (available at www.wested.org/hks).

DETERMINE ADDITIONAL CONTENT

Review the content of the survey and determine if there is other information from staff you want to obtain. As a custom service, this need not be limited to topics currently covered by the SCS. You may ask questions, of your own choosing, about any topic of interest or concern to the district. For instance:

- Continue to ask questions that were in a previous school or district survey to maintain trend data.
- Add questions to determine if staff are fully aware of district policies or procedures.
- If you are a low-performing school under review by the state, you may use the SCS to collect information on issues related to test score improvement efforts.
- If your district is required to complete another staff survey, add these questions to the SCS and have your staff take both at once.

You can add questions on any subject that you want

It is very important that you begin working with your CHKS Regional Center well in advance of administration. Whether using the paper-based or online system, additions to the survey require modifications to the programming and reporting systems. For an outline of customization fees, which include the cost of programming, report generation, and technical assistance, visit the Fee Schedule on our website. *Deleting questions from the survey is not permitted.*

Determine Individual School Information Needs

An individual school may have a need for specific information from staff that is not shared by other schools in the district. However, it is preferable, and less costly, to have all schools administer the same questions. But it is technically feasible to also develop a custom survey for an individual school or schools.

DETERMINE PROGRAM EVALUATION NEEDS

Be sure to take into consideration your program evaluation needs, such as those required by the NCLB Principles of Effectiveness (see Task 7). The SCS can be used to help monitor and evaluate progress in meeting any school or program goal over time—not only those related to health and prevention but also school improvement efforts, mentoring, curricula, or professional development efforts. You can use the SCS to obtain information such as:

- Whether certain program components were implemented;
- Fidelity of implementation;
- Program dosage; and
- Implementation barriers and problems.

Be sure to take into consideration your program evaluation needs

LEAs should consult their evaluators and CHKS Regional Center (888.841.7536) to determine their evaluation needs, how the CHKS can assist, and the costs involved.

**DETERMINE SURVEY
FREQUENCY**

If you are using the SCS as part of a program evaluation, or if you are engaged in a reform effort to improve the school environment, staff morale, student achievement, and/or student health or behavior, you may want to administer the SCS more frequently than every other year in order to more closely monitor change. For a full listing of off-cycle and customization fees, see our Fee Schedule online at www.wested.org/pub/docs/hks_fees.html.

XI. PLANNING AND CONDUCTING THE SURVEY

This section reviews the tasks involved in planning and conducting the School Climate Survey in your district. As with the student survey, careful, advanced planning is critical to the survey's success and the quality of your data.

TASK 30. ⇨ INTEGRATE STAFF AND STUDENT SURVEY PLANNING

*Stay in regular contact with
your CHKS service center*

The CHKS District Coordinator is responsible for planning and administering both the staff and student surveys at all participating schools. It is essential to regularly monitor and make frequent follow-up calls to check on the status of each task at each school, and to stay in contact with your CHKS Regional Center. The *School Climate Survey Planning Checklist*, provided in Exhibit 11.1, is intended to help you in this endeavor. Each task on this checklist corresponds to the tasks listed in the remainder of this guidebook. Dates refer to the number of weeks prior to survey administration that each task should be completed, and should be modified to fit local circumstances and resources. Use this checklist in conjunction with the Survey Planning Checklist for the student survey, located in Part I, Appendix C.

TASK 31. ⇨ DETERMINE GOALS AND DATA NEEDS

The first planning task is to discuss the staff survey in all your meetings about the student survey with the district superintendent, school board, and/or other relevant stakeholders (see Tasks 32 & 33). To help summarize the survey and its purpose, you may provide them with copies of the SCS and background information (available online at www.wested.org/hks).

Among the questions you should discuss are:

- Additional questions you might want to include in your survey.
- Whether the SCS can assist with program evaluation needs.
- Whether you have school-specific data needs.
- What stakeholders you need to involve in planning the staff survey (Task 32).
- Who should be asked to take the survey beyond the minimum requirement (Task 34).
- The method of administration you want to use, online or print (Task 35).
- Tentative administration date (Task 36).

TASK 32. ⇨
MEET WITH SCHOOL
IMPROVEMENT
LEADERS

Because the staff survey deals with the overall school climate and can be customized to include other questions, one of the most important issues to discuss with the superintendent is who needs to be involved in its planning in addition to health and prevention stakeholders. It is especially important to meet with and involve school leadership teams and others responsible for academic improvement at each school. A PowerPoint presentation that can help you explain the survey, its purpose, and administration procedures is available on the HKS website (www.wested.org/hks).

TASK 33. ⇨
OBTAIN SUPPORT AND
INPUT OF PRINCIPALS

In order to achieve high participation (response) rates, you should meet with, or at least contact, all the principals personally to answer their questions and obtain their support. Emphasize how important it is that they strongly communicate to school staff—verbally and in writing—the value of the survey and their expectations that all staff will participate.⁷ Share with them how high-quality data from staff can inform the student survey results; for example, if the CHKS shows that 68% of 11th graders reported binge drinking, and the SCS shows that 78% of staff think student alcohol use is a mild or insignificant problem at the school... what does this mean? Determine whether an individual school has information needs that can be met by adding questions to the survey.

TASK 34. ⇨
SELECT THE SAMPLE

As soon as you have identified survey goals, the CHKS staff will work with you to determine which staff to survey. Although the student CHKS is not conducted in all grades, CDE requires the staff survey to be conducted:

- In all the schools conducting the CHKS for students;
- To all certificated staff working with grades 5 through 12; and
- To all personnel working in the areas of health, prevention, and safety.
- To further increase the quality and usefulness of the data, districts are actively encouraged to survey additional staff, including ALL teachers, regardless of grade.

⁷ The most successful student surveys have occurred when the school administration has clearly expressed its expectations for success to the staff.

There are several reasons for this:

- It is necessary to obtain a large enough sample to have confidence that the results are truly representative (i.e., valid) of staff perceptions. Perceptions of the school climate and learning barriers/supports may vary by grade and subject.
- Limiting the survey to just certain grades may threaten anonymity (required by NCLB), as it might be possible to identify the responses of certain teachers, especially in small schools.⁸

Staff Who Work at Multiple Sites

Staff working at multiple sites should be counted in the target sample at all sites

If you have questions about whether to include certain staff in your survey, contact your CHKS Regional Center. Staff working at multiple sites should be counted in the target sample at all sites. Then it is up to the individual staff person to decide for which sites they will fill out surveys. They should not fill out a survey if they don't think they work at that site enough to answer the questions. Similarly, it may be inappropriate for off-site staff such as bus drivers and district personnel to take the survey, as they are not tied to a specific school site.

**TASK 35. ⇒
DETERMINE METHOD
OF ADMINISTRATION**

The basic SCS is an online survey because it involves less planning and logistics for district coordinators and less cost to the district. Each participant only needs to go to the Internet website where they complete the survey. The district is responsible for duplicating and distributing the instruction sheets. Other than that, there are no surveys to duplicate and distribute or answer sheets to collect and return. Another virtue of online administration is that staff can take it from any computer, anywhere, at any convenient time during the district's 30-day survey window.

Districts without convenient access to computers may consider using a printed version of the survey. Because the printed version involves extra work for CHKS staff in preparing materials and processing answer forms, there is an extra charge. If you choose this method, you must contact your Regional Center at 888.841.7536 for instructions, fees, and materials. Remember, you must choose one administration method for the whole district.

⁸ No Child Left Behind requires only a teacher survey, but CDE determined that to get a true picture of the school climate to guide program planning and maintain confidentiality, the sample needed to be expanded to include administrators and other staff likely to have the most knowledge of SDFSC programs and policies.

TASK 36. ➡
DETERMINE SURVEY
DATES

Because the online survey is posted for only 30 days, CHKS staff need to know the exact period of its administration. The staff survey doesn't have to be conducted on the exact same days as the student survey, but it should occur **within two weeks** of it at each school for efficiency in distributing survey materials and monitoring response rates. This will save time and effort. This also may make the student survey easier to conduct by enhancing staff awareness and support. This should result, in turn, in higher rates of student participation. A synergistic effect may occur that will improve the participation in both surveys and thus the quality of the data.

TASK 37. ➡
SUBMIT COUNTS AND
SURVEY DATES TO
CHKS CENTER

You should plan to have your SCS counts and information ready when you make the call to the CHKS Regional Center (888.841.7536) to sign up for the student survey (see Task 20). For the SCS portion, you will need to be ready with:

- School names,
- The total number of staff you are targeting at each school, and
- The date you would like your 30-day survey window to open.

TASK 38. ➡
ENCOURAGE
PARTICIPATION

CDE specifies that staff participation is voluntary. Based on Education Code 49091.24, staff that do not wish to participate must not be required to do so.⁹ A high level of participation should be encouraged to avoid a biased sample, but be sure no violation of the Ed Code occurs. You should:

- Thoroughly inform staff about the survey's purpose, value, and procedures well in advance of administration.
- Provide staff with the letter of support from the superintendent or school board.
- Have the principal encourage participation at a staff meeting.

Among the points to stress are:

- The value of the survey data, not just for prevention and health programs but also school improvement efforts in general.

⁹ EdCode 49091.24 states, "A teacher shall have the right to refuse to submit to any evaluation or survey conducted by the school district concerning the following: (a) Personal values, attitudes, and beliefs. (b) Sexual orientation. (c) Political affiliations or opinions. (d) Critical appraisals of other individuals with whom the teacher has a family relationship. (e) Religious affiliations or beliefs. If you feel your local data needs warrant requiring the survey, you must be sure the content does not violate this Ed Code."

- The opportunity it provides staff to communicate confidentially their perceptions and concerns about the school and student behavior in a neutral context, as neither the school nor district is being rated or evaluated based on the results.

One of the virtues of online administration is that staff can take it from any computer, anywhere, at any time during the 30 days allotted. However, make this as convenient as possible at the school. If computers are limited, dedicate one computer or a specific time when computers will be available for staff to use. Also notify staff of any special instructions for using the school’s computers.

**TASK 39. ⇨
DISTRIBUTE SURVEY
MATERIALS**

CHKS staff will send the SCS materials to the District Coordinator via mail or email. This includes a master letter **for each participating school** containing the school name, a school-specific login and password, and instructions on how to fill out the survey online. Exhibit 11.2 shows what this instruction sheet will look like. The District Coordinator should fill in the blanks with the coordinator’s contact information (not CHKS staff) and the date the survey window is opening. Then copy the letters and distribute to each staff member at each specific site; e.g., putting them in staff mailboxes or distributing at staff meetings. Staff should follow the instructions and fill out the survey online, from any computer. The survey must be completed in one session, at the end of which, results are submitted electronically to CHKS staff.

When you distribute the letters, be sure to remind your staff of the 30-day survey window. You should also include letters you have from the superintendent or principal urging them to take the survey. Other materials that you might want to distribute are the SCS flyer and handout, which provide a general overview of the survey and its purpose (see www.wested.org/hks).

Because the online SCS system is relatively new, staff may need extra help logging on to the website. Exhibit 11.3 provides information to help you troubleshoot common survey issues.

**TASK 40. ⇨
MONITOR THE SURVEY
AND REVIEW RESULTS**

Included with the materials you will receive from your CHKS Regional Center are instructions on how to monitor staff participation and review your results online. These instructions explain how to access a website where you can monitor your participation rates in “real time.”

XI. PLANNING AND CONDUCTING THE SURVEY

You may also ask each staff person to print out the last page of the online survey, where he/she logs out of the system, and return it to a site-level coordinator as proof of participation. (This page does not contain any answers or identifying information.)

Closely monitor participation to insure that enough staff are completing the survey to result in useful data. If participation appears low, it may help to have the principal again reiterate his or her support for the survey. It will also be helpful distribute a reminder to staff.

Your results will be available immediately via the same website where you view your response rates; i.e., you will not receive a printed report. Like the student survey, the results are reported for the district as a whole. Data are provided with all schools combined (All Schools), by school type (Elementary, Middle, High, Non-Traditional)¹⁰, and by individual school. Simply click on the link to the report type you would like to see. An example of an All Schools report is provided in Exhibit 11.4. If you are interested in custom reports, printed reports, or additional data analyses, contact your CHKS Regional Center at 888.841.7536.

¹⁰ For reporting purposes, K-8 schools will be coded as elementary.

Exhibit 11.1. School Climate Survey Planning Checklist

Date Survey Scheduled: _____					
<i>Before Survey</i>	<i>Due Date</i>	<i>Person Responsible</i>	<input type="checkbox"/>	<i>Task</i>	<i>Planning and Conducting the Survey</i>
Ongoing			<input type="checkbox"/>	30.	Integrate Staff and Student Survey Planning
11 wks			<input type="checkbox"/>	31.	Determine Goals and Data Needs
11 wks			<input type="checkbox"/>	32.	Meet with School Improvement Leaders
10 wks			<input type="checkbox"/>	33.	Obtain Support and Input of Principals
9 wks			<input type="checkbox"/>	34.	Select the Sample
9 wks			<input type="checkbox"/>	35.	Determine Method of Administration
8 wks			<input type="checkbox"/>	36.	Determine Survey Dates
4 wks			<input type="checkbox"/>	37.	Submit Counts and Survey Dates to CHKS Center
Ongoing			<input type="checkbox"/>	38.	Encourage Participation
1 st day of survey window			<input type="checkbox"/>	39.	Distribute Survey Materials
During survey window			<input type="checkbox"/>	40.	Monitor Survey and Review Results

Exhibit 11.2. Master Letter: Survey Instructions for Staff

STAFF SCHOOL CLIMATE SURVEY, 2005-6
 «district»/«school»

Your school needs you to complete this short online survey to be in compliance with the *No Child Left Behind Act of 2001 (NCLB)*. It is an opportunity to communicate your perceptions about fundamental learning supports and barriers at this school. This letter explains the survey and, at the bottom of the page, provides your login, password and access instructions. If you have any questions about this survey, contact _____.

You will have access to this online survey for 30 days beginning ___/___/___.

The purpose of this survey is to obtain staff perceptions of student behavior and attitudes, school programs and policies, and the overall school climate as they relate to student well-being and learning. It deals with such issues as truancy, safety, harassment, substance use, school connectedness, and learning supports. The survey is a companion to the California Healthy Kids Survey (CHKS), a comprehensive student health risk and resilience assessment tool (grades 5, 7, 9 & 11) that CDE requires all districts to administer every two years (see www.wested.org/hks for more information). Minimally, it should be completed by all certificated staff working with grades five through twelve, including teachers and all other personnel working in the areas of prevention, student health, and safety.

- **Your participation is voluntary. It is also very important.** The information you provide will help guide district and school efforts to promote safety, enhance learning supports, improve student achievement, and reduce health risks that stand as barriers to learning.
- **This is an anonymous survey.** It is designed so that participating staff cannot be identified from the data. You do not have to respond to any questions that you feel could be used to identify you. Simply skip any such questions.
- **All questions apply to this school only.**
- **The results are for the use of your district.** CDE/CHKS will preserve data confidentiality and refer any data requests to the district. *No Child Left Behind* does require that the district make the results publicly available.

INSTRUCTIONS FOR ACCESSING THE SURVEY

Access the login page for the survey using the following URL:

<http://www.wested.org/climate>

Use the following login (all numbers) and password (all lower case letters) and click the Login button:

Login: **«login»**

Password: **«password»**

Troubleshooting

If you are having trouble taking the survey, please try these solutions:

- Make sure that your web browser has cookies enabled. You may also need to clear the cookies in your web browser.
- Make sure that you have entered only numerals for the login.
- Make sure that you have entered only lowercase letters for the password.
- Make sure that your survey window is open. You should be able to find the start date on this form. The window is open 30 days from this date.

Thank you for taking this important survey!

Exhibit 11.3. Troubleshooting the Online Survey

Problem:

“I entered the web address, www.wested.org/climate, but I don’t see the login page.”

Solution:

- Restart your browser. You’ll need to quit the program entirely and restart it (don’t just close or hide the screen.)
 - Clear or empty the cache. By clearing the cache, your computer will “forget” the incorrect page. The empty cache feature can usually be located in the main menu, or under Tools, Options, or Privacy.
 - Clear the cookies in your web browser. Cookies may be storing a previous user’s login information. You should be able to find this feature under Preferences, Security, or Privacy. If you can’t, use your browser’s Help menu or ask your local computer expert for help.
-

Problem:

“I have reached the login page, but my login/password isn’t working.”

Solution:

- Make sure that you have entered only numerals for the login.
 - Make sure that you have entered only lowercase letters for the password.
 - Make sure that your survey window is open. The window will open the date you indicated to your CHKS Regional Center, and will remain open for 30 days.
-

Problem:

“I entered my login/password, but the system keeps loading a different login/password.”

Solution:

- Restart your browser. You’ll need to quit the program entirely and restart it (don’t just close or hide the screen.)
- Clear or empty the cache. By clearing the cache, your computer will “forget” the incorrect page. The empty cache feature can usually be located in the main menu, or under Tools, Options, or Privacy.
- Clear the cookies in your web browser. Cookies may be storing a previous user’s login information. You should be able to find this feature under Preferences, Security, or Privacy. If you can’t, use your browser’s Help menu or ask your local computer expert for help.

Exhibit 11.4. Sample Page from Online Report

