



Student Climate Survey

Prepared for Roseville City School District

February 2025

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SCOPE OF WORK

Roseville City School District (RCSD) strives to create a safe, secure, and nurturing school climate depending on a plethora of factors: physical space, student support services, combating bullying, and respect for school and student property, among others. To better understand and improve the school climate, RCSD has previously partnered with Hanover Research (Hanover) to gather feedback from parents/guardians and staff through its annual LCAP Survey. This year, RCSD has also partnered with Hanover to gather feedback from students through a Student Climate and Culture Survey.

Hanover's climate survey measures key, evidence-based indicators associated with climate outcomes including: self-awareness, growth mindset, self-management, responsible decision making, social awareness, relationships skills, civic mindset, social support, and emotional well-being. Administering the Climate and Culture Survey this year will enable RCSD to assess current trends and establish a baseline for tracking changes overtime.

RESEARCH QUESTIONS

1. What are students' perceptions of the current school climate in the district?
2. Among the constructs, for which constructs are the district performing well? Conversely, what are areas for improvement?
3. What differences emerge in climate perceptions by grade band and school site?

METHODOLOGY

Survey Design

Hanover will design the Climate and Culture Survey for students (grades 4-8). The design of the survey will be based on Hanover's existing Climate and Culture Survey instrument.

RCSD will have the opportunity to review the draft before programming and testing.

Survey Administration

Hanover will administer the survey through the Qualtrics survey platform and provide RCSD with an open link for distribution to respondents. Once launched, Hanover will support RCSD with monitoring response rates until the survey is closed. Hanover recommends fielding the survey for three weeks.

Survey Analysis

Hanover will present data from the Climate and Culture Survey through the following staggered deliverables:

- A **Rapid Insight Dashboard** which will display response data by grade band and school site.
- **Executive Summary** analysis. This analysis will include significant and interesting results in three segments: overall, grade band, and school site. Hanover will summarize results into key findings supported by visualizations. Hanover will synthesize results into several recommendations based on the evidence in the survey and using Hanover's expertise in survey analysis and school performance.
- A **Power BI Dashboard** that will enable RCSD to disaggregate results. Filters will enable RCSD to segment results by school/building, school level, student grade, and special programs. Site-level dashboards will also be provided.

Hanover will deliver each report according to the timeline below.

DRAFT TIMELINE

Milestone Date	Milestone Description
Early-February	Hanover provides survey instrument for RCSD's approval.

February 7th	RCSD deadline for feedback on the survey instrument. Changes are locked out.
Beginning of February	Hanover edits, programs, translates, and tests the survey instrument.
End of February	RCSD launches the survey through their own distribution networks.
Beginning of March	RCSD announces survey close.
Two weeks after survey close	Hanover delivers Rapid Insight Dashboard.
Early April	Hanover delivers district-level Executive Summary, Power BI Dashboard, Site Level Dashboards.

INTRODUCTION

The following survey aims to collect perspectives from students. When reviewing the survey instrument, please note the following structural aspects of the draft:

- Question numbers (e.g., Q3) pertain to the online survey programming numbers and may be non-linear.
- *Dark red text* is survey programming notes that are not seen by respondents.
- Questions are formatted into “Blocks” or core survey sections.
- “○” denotes radio buttons where the respondent can only select one answer.
- “☐” denotes a check box where the respondent can select more than one answer option.
- “*” denotes questions that are mandatory for survey completion.

BEST PRACTICES IN SURVEY DESIGN

Hanover designs surveys that align with best practices in survey design. While we are sensitive to your needs and will make modifications as necessary, we strongly encourage you to maintain the following survey design standards moving forward.

- Present matrix questions (e.g., Likert scales going from strongly disagree to strongly agree) from **negative to positive**.
- **Randomize questions** when multiple options are present to decrease “order-effects,” which is common for questions of a similar structure.
- **Balance Likert scales**, for this survey, we primarily utilized three, four, and five-point scales.
- Use “N/A” or “Don’t know” options when the question is either not relevant or the respondent is unsure. These are often consolidated because there is not an analytical reason to separate these results. Moreover, extending the scale (i.e., separating “N/A” and “Don’t know” as two different options) may encourage respondents to select more “positive” responses due to the relative physical position of the extended scale.
- **Keep open-ended comments to a minimum.** Respondents start providing redundant answers when faced with more than two or three open-ended responses.
- **Use skip logic** to ensure that respondents only answer questions pertinent to them.
- **Avoid too many or too few questions in a single page.** You may view these aesthetic aspects of the survey once the survey has been programmed into the online platform.
- Avoid questions with the following characteristics:
 - **Avoid double-barreled questions** (e.g., asking two question at once).
 - **Avoid leading questions.** For example, asking “Many staff members indicate that district buildings are clean. Is your building clean?” may lead a respondent to indicate that their building is clean regardless of their objective opinion. Asking leading questions makes respondents susceptible to social desirability. That is, respondents might then answer questions based on the question wording and not their objective opinion.
 - **Avoid subjective language** for survey questions to ensure that all respondents will interpret the survey item the same way.

SURVEY INSTRUMENT

INTRODUCTION

Welcome to Roseville City School District's 2024 Student Climate Survey!

RCSD would like you to share your thoughts on your school experiences.

This study is for research purposes only; all information you provide will be maintained on a confidential basis by Hanover Research and will only be reported to RCSD in an anonymized form (i.e., your name and identifying information such as race and gender will not be shared with the district or tied to your responses), so please be candid in your responses.

Thank you for your participation!

BACKGROUND QUESTIONS

1. What is your current grade level?

- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8

2. Please select your gender.

- Female
- Male
- Prefer not to respond

3. What school do you currently attend?

- | | |
|--|---|
| <input type="radio"/> Barbara Chilton Middle | <input type="radio"/> Junction Elementary |
| <input type="radio"/> Blue Oaks Elementary | <input type="radio"/> Orchard Ranch Elementary |
| <input type="radio"/> Bradford Woodbridge Elementary | <input type="radio"/> Riego Creek Elementary |
| <input type="radio"/> Catheryn Gates Elementary | <input type="radio"/> Robert C. Cooley Middle |
| <input type="radio"/> Crestmont Elementary | <input type="radio"/> Stoneridge Elementary |
| <input type="radio"/> Diamond Creek Elementary | <input type="radio"/> Thomas Jefferson Elementary |
| <input type="radio"/> Ferris Spanger Elementary | <input type="radio"/> Vencil Brown Elementary |
| <input type="radio"/> Fiddymont Farm Elementary | <input type="radio"/> Warren T. Eich Middle |
| <input type="radio"/> George A. Buljan Middle | <input type="radio"/> Westbrook Elementary |
| <input type="radio"/> George Cirby Elementary | <input type="radio"/> William Kaseberg Elementary |
| <input type="radio"/> George Sargeant Elementary | |

Elementary schools are displayed if Q1=Grade 4 or 5, Middle schools are displayed if Q1=Grade 6, 7, or 8

4. Do you participate in any of the following programs? Please select all that apply.

- Special Education
- English Language Learner
- None of the above

SELF-AWARENESS

5. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
I feel positive about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Display this item if Grade 6-8 I know my strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Display this item if Grade 4-5 I know what I am good at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can do most things if I try.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy with who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can explain my feelings to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know when I am feeling overwhelmed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GROWTH MINDSET

6. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
I can usually solve my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I keep trying, even when things are hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can make the best out of a bad situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can learn from my mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to learn new things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SELF-MANAGEMENT

7. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
I keep my promises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know right from wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I follow the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I finish whatever I begin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to identify my feelings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RESPONSIBLE DECISION-MAKING

8. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
I wait patiently in line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wait for my turn to talk in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think about what will happen before making a decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I pay attention in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tell the truth even when it is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can calm myself down when I am upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SOCIAL AWARENESS

9. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
I accept others for who they are, even if they are different than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat people with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone is sad, I try to help them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can tell when someone is upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am happy for my friends when they do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RELATIONSHIP SKILLS

10. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
I can talk easily with other kids in my grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable working in a team with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have friends at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like my classmates include me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CIVIC MINDSET

11. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
I am knowledgeable about what is happening in the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I can make a difference in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EMOTIONAL WELL-BEING

12. Please indicate how frequently you feel the following:

	NEVER	SOMETIMES	OFTEN
I feel sad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel lonely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like not talking to anyone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have trouble falling asleep.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel worried.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not focus in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SOCIAL SUPPORT

13. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
Adults at school listen when I have something to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults at school care about me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have at least one adult at school that I trust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults at school believe that I will be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults at school support me when I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Display this item if Grade 6-8 Adults communicate with me about class expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate how much you disagree or agree with the following statements:

	DISAGREE	AGREE	DON'T KNOW
I am proud to be part of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School activities are fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school is a safe place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a positive environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adults provide me with meaningful activities to participate in at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CUSTOM QUESTIONS

The following asks about whether you have experienced bullying at school. *Please keep this definition in mind when you answer.*

California Education Code Section 48900(r) defines bullying as:

- Severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more of the following:
 - Sexual Harassment (48900.2)
 - Hate Violence (48900.3)
 - Threats, harassment, intimidation (48900.4)
- Has or is reasonably predicted to have one or more of the following:
 - Reasonable pupil in fear of harm to person or property
 - Reasonable pupil to experience substantially detrimental effect to physical or mental health
 - Reasonable pupil to experience substantial interference with academic performance
 - Reasonable pupil to experience substantial interference with ability to participate in or benefit from services, activities, or privileges provided by the school

15. Since the start of the school year, how often have you experienced the following:

	NEVER	1 TIME	2 TIMES	3 TIMES	4 OR MORE TIMES	PREFER NOT TO RESPOND
I have been <u>physically</u> bullied by students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been <u>verbally</u> bullied by students at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been <u>electronically</u> bullied by students (e.g., text messages, email, social media).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display this question if “1 Time,” “2 Times,” “3 Times,” or “4 or More Times” are selected at least once in Q15

16. Where in school have you been bullied? Please select all that apply.

- During recess or outside time
- In a classroom
- At the cafeteria
- In hallways
- In the bathroom
- In the locker room
- Online
- Other (please specify):

OPEN-ENDED FEEDBACK

17. Please use the following space to comment about your school and the district.
Note: Please do not include identifying information in your response as your response will be shared in full.

END OF SURVEY COMMENT

Thank you for your participation. We appreciate your feedback!

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



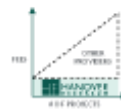
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



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