

OROVILLE UNION HIGH SCHOOL DISTRICT
2016/2017 Local Control Accountability Plan Snapshot

Successes

- College and Career Fair at Las Plumas in September 2016
- Graduation Rate is one of the highest in Butte County
- English Language Learner performance on academic indicators
- Las Plumas High Academic Decathlon team winning Butte County Regional competition
- Las Plumas High Mock Trial team winning Butte County Regional competition
- Las Plumas High Academic Decathlon team competing at State competition in Sacramento.
- Las Plumas High Mock Trial team competing at State competition in Riverside.
- Las Plumas FFA
- Thunderbird Robotics
- OHS and LPHS Skills USA
- OHS and LPHS FCCLA
- LPO Alliance Band
- Bringing back LPHS and OHS swim team
- Addition of 4 JV Soccer teams (girls and boys)
- Addition of 2 Varsity Assistant baseball coach positions
- Addition of 2 Varsity Assistant softball coach positions
- A-G Rate at 22.3%
- RISE teachers at both LPHS and OHS
- Biology performance on State Assessment
- OUHSD preparedness during recent evacuation emergency
- Balanced budget for the 2016-2017 school year
- Addition of Behavior Specialist to Community Day School
- Addition of solar at OHS and LPHS
- Increased the number of Chromebooks for student use throughout the district.
- Food quality has improved.
- Well maintained facilities.
- Many opportunities for students to participate in co-curricular and extra-curricular activities.
- Upgrading vans, busses and cars used to transport staff and students.
- Partnership with Butte College to improve student access and success at community college.
- Math Boot Camp in conjunction with Butte College.
- Extensive professional development opportunities for staff
- Offering after school tutoring in math and English
- Incoming Freshman visits to our high schools

Opportunities for Improvement

- Increased suspension/expulsion rates
- SPED performance on academic indicators
- Quality of data collected and quality of data tracking
- Declining enrollment
- SRO/SRD coverage for 17/18
- ELA performance on State Assessment
- Math performance on State Assessment
- Eliminate a projected \$850,000 dollar structural budget deficit for 2017-2018.
- Improve student Advanced Placement test results.

- Begin tutoring earlier in the year
- Turf replacement at Harrison Stadium within the next eight years.
- Increase AP and A-G course offerings
- Increase student connectedness to school

OUHSD LCAP Goals

1. Quality Educational Experiences for all Students
2. Safe and Nurturing Environment for all Students
3. Prepare Students to be Critical Thinkers in the 21st Century

Local Indicators

- Basic (Facilities, Teacher Assignment and Instructional Materials) (Priority 1)
- Implementation of Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- Local Climate Survey (Priority 6)

OUHSD Demographics

- 16/17 Enrollment is 2,136
- 15/16 Enrollment was 2,222
- Unduplicated Free/Reduced Lunch, Foster Youth and English Learners is 68.9%
- Free and Reduced Lunch Students is 1,513 (68%)
- Foster Youth Students is 24
- English Language Learners is 123
- American Indian: 156 students (.07%)
- Asian: 335 students (15%)
- African American: 63 students (3%)
- Filipino: 11 students (.005%)
- Hispanic/Latino: 437 students (20%)
- Pacific Islander: seven students (.003%)
- 2 or more races: 133 students
- White: 1,081 students (49%)

Items in 2016-2017 LCAP not accomplished

- Social Worker was not hired
- Student training in social media
- Student mediation/conflict resolution supports
- Create/link industry certifications for CTE pathways
- Implement four-year academic plans for all students beginning with the class of 2020.
- No PT bilingual para-ed at OHS. OHS did not need.
- Did not contract with BCOE for help with Truants
- \$200K purchase of curriculum for chemistry, math, physical science
- Creation of webcasts for websites
- Create 4-year academic plans for freshmen
- Review ELD reclassification process and reclassification ceremony

District School Climate Report Card (High School)—Spring 2016

District: Oroville Union High

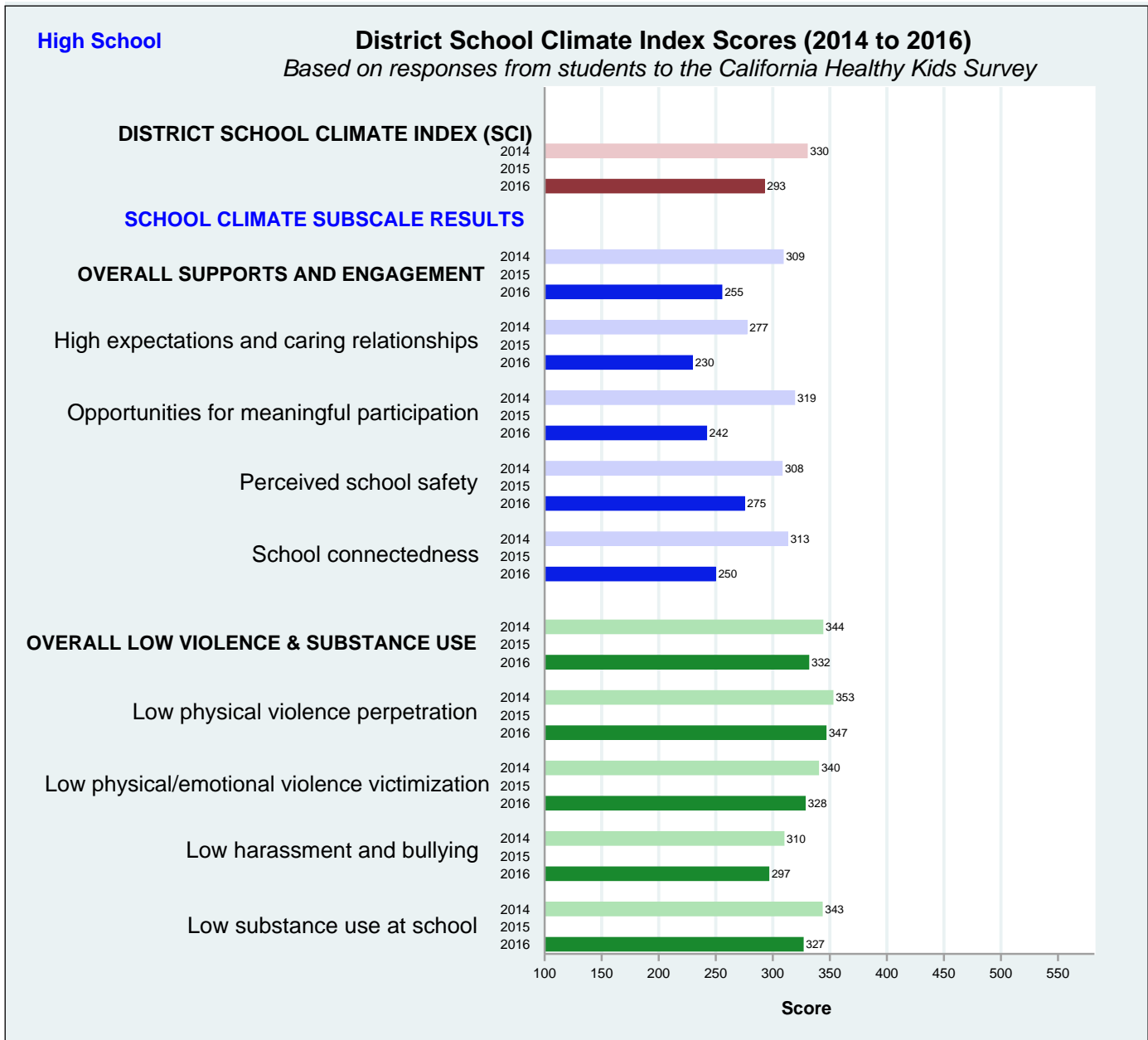
Date Prepared: 1 Sep 2016

No. of Schools/Eligible: 2/2 (2014), 2/2 (2016)

Average Response Rate: 76% (2014), 64% (2016)

District School Climate Index (SCI)

	2014	2015	2016	Change
Average Score ^A	330	—	293	-37
State Percentile for Avg. School ^B	76	—	48	-28
Similar Schools Percentile for Avg. School ^B	92	—	63	-29



^AScores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.

^BA district's *State Percentile* compares that district's schools to other schools in the state. A district's *Similar Schools Percentile* compares the district's schools to other schools in the state with similar demographic characteristics.

School Climate Index Subscale Results

	District SCI Scores					
	Middle School ^C			High School ^D		
	2014	2015	2016	2014	2015	2016
Overall Supports and Engagement	–	–	–	309	–	255
High expectations and caring relationships	–	–	–	277	–	230
Opportunities for meaningful participation	–	–	–	319	–	242
Perceived school safety	–	–	–	308	–	275
School connectedness	–	–	–	313	–	250
Overall Low Violence and Substance Use	–	–	–	344	–	332
Low physical violence perpetration	–	–	–	353	–	347
Low physical/emotional violence victimization	–	–	–	340	–	328
Low harassment and bullying	–	–	–	310	–	297
Low substance use at school	–	–	–	343	–	327

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	Middle School ^C			High School ^D		
	2014	2015	2016	2014	2015	2016
Try hard on school work	–	–	–	77%	–	74%
Truant more than a few times	–	–	–	8%	–	7%
Feel a part of the school	–	–	–	56%	–	42%
Safety at school	–	–	–	60%	–	52%
Harassed or bullied at school	–	–	–	37%	–	36%
Experienced chronic sadness/hopelessness	–	–	–	30%	–	37%

Selected Staff-Reported Indicators (California School Staff Survey)

	Middle School ^C			High School ^D		
	2014	2015	2016	2014	2015	2016
Nearly all/most students are motivated to learn	–	–	–	–	–	–
Truancy is moderate/severe problem	–	–	–	–	–	–
School is a supportive and inviting place for students to learn	–	–	–	–	–	–
School is a supportive and inviting place for staff to work	–	–	–	–	–	–
School is a safe place for students	–	–	–	–	–	–
Harassment/bullying is moderate/severe problem	–	–	–	–	–	–
School is welcoming to and facilitates parental involvement	–	–	–	–	–	–
School has clean and well-maintained facilities	–	–	–	–	–	–

Notes: ^CTraditional schools that serve 7th grade during the 2015-16 school year.

^DTraditional schools that serve 9th and 11th grades during the 2015-16 school year.

ID—Insufficient data.

A hyphen (–) is shown if no data are available.

CDS code: 04615150000000

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**. 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 schools in California was 300. The district SCI represents the average SCI among schools that administered the CHKS. The SCI was calculated separately for middle schools and high schools.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

- (1) Overall Supports and Engagement (50%)
 - o High expectations and caring relationships (6 items)
 - o Opportunities for meaningful participation (3 items)
 - o Perceived school safety (2 items)
 - o School connectedness (4 items)
- (2) Overall Low Violence and Substance Use at School (50%)
 - o Low physical violence perpetration on school property (7 items)
 - o Low physical and emotional violence victimization at school (6 items)
 - o Low harassment and bullying at school (5 items)
 - o Low substance use at school (4 items)

Results are not included if less than 50% of students at a school participated in the survey.

Further information about the methodology used to construct the SCI can be obtained in [Construction of California's School Climate Index](http://californias3.wested.org/about) (californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of schools had the same SCI score as, or a lower SCI score than, the average SCI among schools in the district on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of schools in the state had the same SCI score as, or a lower SCI score than, the district average. Percentiles are based on the distribution of SCI scores across all schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with demographic characteristics similar to the schools in the district. For example, a *Similar Schools Percentile* of 70 means that 70 percent of schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the district average. 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 schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school's comparison group.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. Staff results are not included if less than 50% of staff or less than 5 staff members at a school provided data. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- Safety at school – feel “safe” or “very safe” when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in 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.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

- Nearly all/most students are motivated to learn – “nearly all” or “most” students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a “moderate” or “severe” problem at this school.
- School is a supportive and inviting place for students to learn – “agree” or “strongly agree” that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – “agree” or “strongly agree” that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – “agree” or “strongly agree” that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – “agree” or “strongly agree” that harassment and bullying among students is a “moderate” or “severe” problem at this school.
- School is welcoming to and facilitates parental involvement – “agree” or “strongly agree” that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – “agree” or “strongly agree” that this school has clean and well-maintained facilities and property.

School Climate Report Card (High School)—Spring 2016

District: Oroville Union High

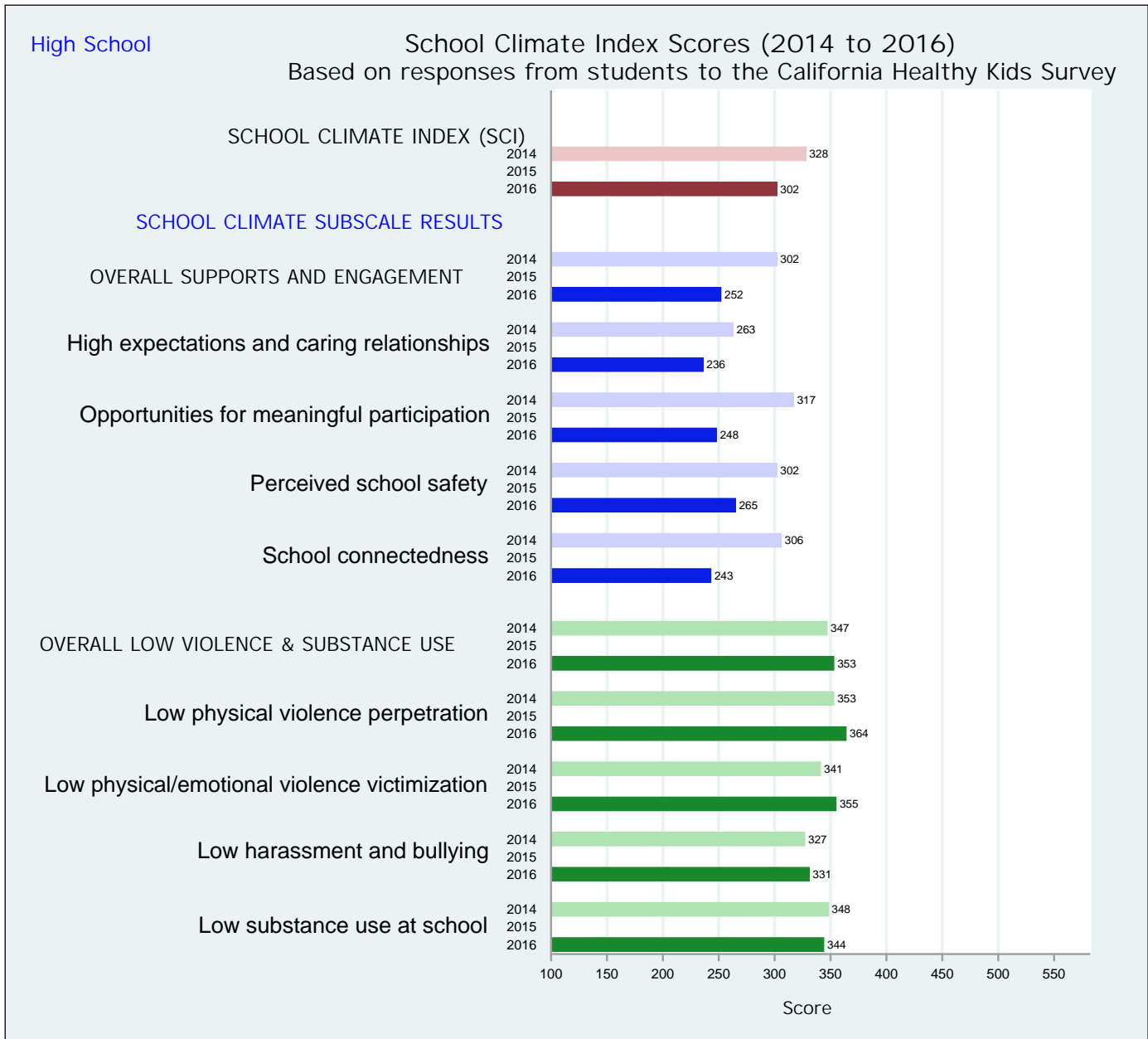
Date Prepared: 15 Nov 2016

School: Las Plumas High

Response Rate: 80% (2014), 71% (2016)

School Climate Index (SCI)

	2014	2015	2016	Change
SCI Score ^A	328	—	302	-26
SCI State Percentile ^B	75	—	58	-17
SCI Similar Schools Percentile ^B	89	—	83	-6



^A Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.

^B 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.

School Climate Index Subscale Results

	SCI Scores			
	2014	2015	2016	Change
Overall Supports and Engagement	302	–	252	-50
High expectations and caring relationships	263	–	236	-27
Opportunities for meaningful participation	317	–	248	-69
Perceived school safety	302	–	265	-37
School connectedness	306	–	243	-63
Overall Low Violence and Substance Use	347	–	353	+6
Low physical violence perpetration	353	–	364	+11
Low physical/emotional violence victimization	341	–	355	+14
Low harassment and bullying	327	–	331	+4
Low substance use at school	348	–	344	-4

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	Change
Try hard on school work	75%	–	74%	-1
Truant more than a few times	7%	–	7%	0
Feel a part of the school	55%	–	39%	-16
Safety at school	56%	–	48%	-8
Harassed or bullied at school	36%	–	35%	-1
Experienced chronic sadness/hopelessness	31%	–	37%	+6

Selected Staff-Reported Indicators (California School Staff Survey)

	2014	2015	2016	Change
Nearly all/most students are motivated to learn	–	–	–	–
Truancy is moderate/severe problem	–	–	–	–
School is a supportive and inviting place for students to learn	–	–	–	–
School is a supportive and inviting place for staff to work	–	–	–	–
School is a safe place for students	–	–	–	–
Harassment/bullying is moderate/severe problem	–	–	–	–
School is welcoming to and facilitates parental involvement	–	–	–	–
School has clean and well-maintained facilities	–	–	–	–

Notes: ID—Insufficient data.

A hyphen (–) is shown if no data are available.

CDS code: 04615150434803

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. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on **student CHKS 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 two domains: (1) *Supports and Engagement* (50%); and (2) *Violence and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

- (1) Overall Supports and Engagement (50%)
 - o High expectations and caring relationships (6 items)
 - o Opportunities for meaningful participation (3 items)
 - o Perceived school safety (2 items)
 - o School connectedness (4 items)
- (2) Overall Low Violence and Substance Use at School (50%)
 - o Low physical violence perpetration on school property (7 items)
 - o Low physical and emotional violence victimization at school (6 items)
 - o Low harassment and bullying at school (5 items)
 - o Low substance use at school (4 items)

When data are available for three or more years after the 2012-13 school year, predicted values are provided based on pooled data from multiple years. The predicted values minimize the impact of chance fluctuations across survey administrations and provide more reliable estimates of trends across time. Scores from prior reports with less than three years of data will likely be different from the predicted scores in this report. Results are not reported if less than 50% of students participated in the survey.

Further information about the methodology used to construct the SCI can be obtained in [Construction of California's School Climate Index \(californias3.wested.org/about\)](http://californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI 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 SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

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 SCI score as, or a lower SCI 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.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. Staff results are not reported if less than 50% of staff or less than 5 staff members provided data. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- Safety at school – feel “safe” or “very safe” when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in 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.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

- Nearly all/most students are motivated to learn – “nearly all” or “most” students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a “moderate” or “severe” problem at this school.
- School is a supportive and inviting place for students to learn – “agree” or “strongly agree” that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – “agree” or “strongly agree” that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – “agree” or “strongly agree” that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – “agree” or “strongly agree” that harassment and bullying among students is a “moderate” or “severe” problem at this school.
- School is welcoming to and facilitates parental involvement – “agree” or “strongly agree” that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – “agree” or “strongly agree” that this school has clean and well-maintained facilities and property.

School Climate Report Card (High School)—Spring 2016

District: Oroville Union High

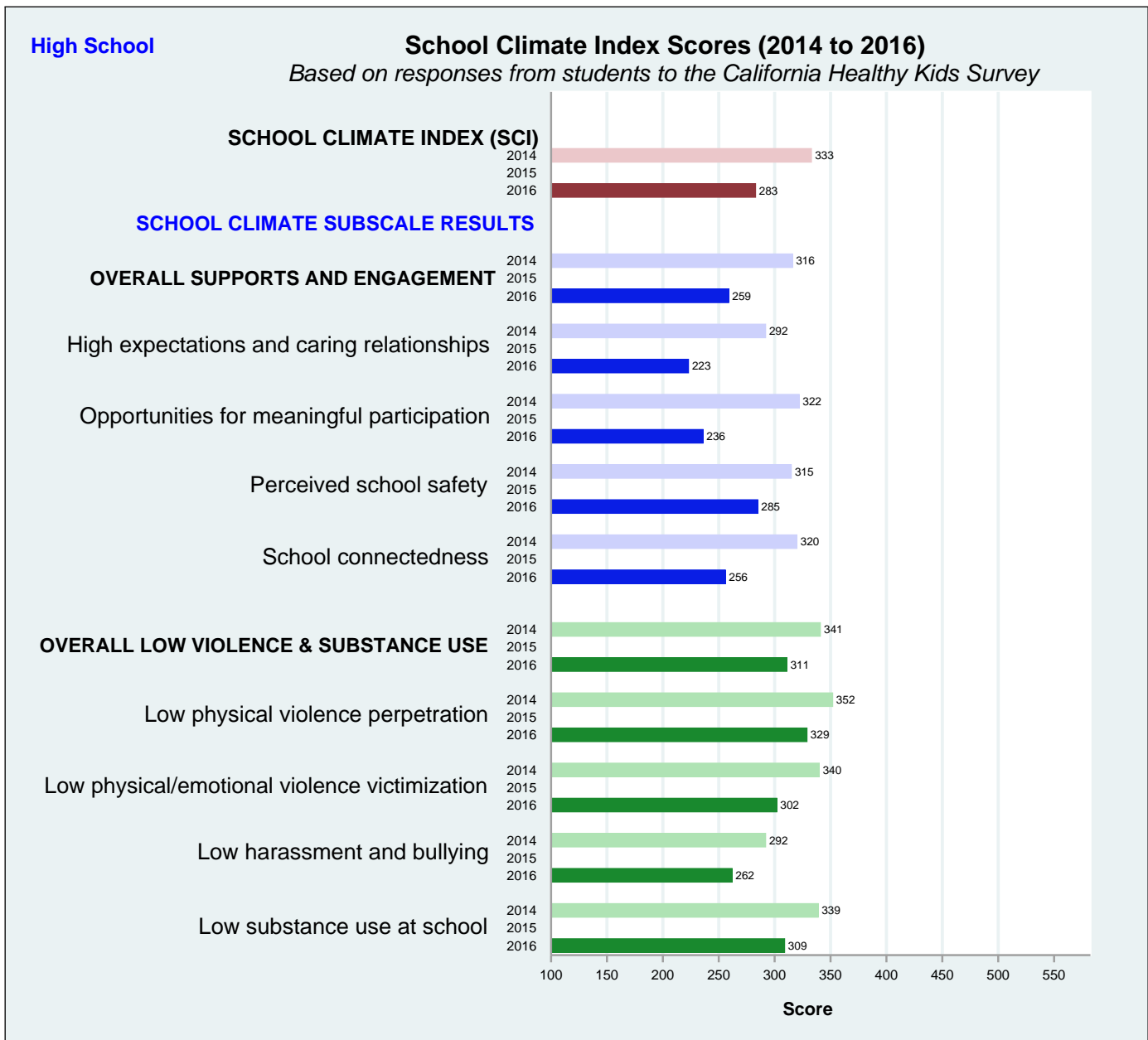
Date Prepared: 15 Nov 2016

School: Oroville High

Response Rate: 72% (2014), 58% (2016)

School Climate Index (SCI)

	2014	2015	2016	Change
SCI Score ^A	333	—	283	-50
SCI State Percentile ^B	78	—	39	-39
SCI Similar Schools Percentile ^B	94	—	53	-41



^AScores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence and substance use at school.

^BA 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.

School Climate Index Subscale Results

	SCI Scores			
	2014	2015	2016	Change
Overall Supports and Engagement	316	–	259	-57
High expectations and caring relationships	292	–	223	-69
Opportunities for meaningful participation	322	–	236	-86
Perceived school safety	315	–	285	-30
School connectedness	320	–	256	-64
Overall Low Violence and Substance Use	341	–	311	-30
Low physical violence perpetration	352	–	329	-23
Low physical/emotional violence victimization	340	–	302	-38
Low harassment and bullying	292	–	262	-30
Low substance use at school	339	–	309	-30

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey)

	2014	2015	2016	Change
Try hard on school work	80%	–	73%	-7
Truant more than a few times	9%	–	6%	-3
Feel a part of the school	58%	–	44%	-14
Safety at school	65%	–	56%	-9
Harassed or bullied at school	38%	–	37%	-1
Experienced chronic sadness/hopelessness	29%	–	38%	+9

Selected Staff-Reported Indicators (California School Staff Survey)

	2014	2015	2016	Change
Nearly all/most students are motivated to learn	–	–	–	–
Truancy is moderate/severe problem	–	–	–	–
School is a supportive and inviting place for students to learn	–	–	–	–
School is a supportive and inviting place for staff to work	–	–	–	–
School is a safe place for students	–	–	–	–
Harassment/bullying is moderate/severe problem	–	–	–	–
School is welcoming to and facilitates parental involvement	–	–	–	–
School has clean and well-maintained facilities	–	–	–	–

Notes: ID—Insufficient data.

A hyphen (–) is shown if no data are available.

CDS code: 04615150435602

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. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on **student CHKS 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 two domains: (1) *Supports and Engagement* (50%); and (2) *Violence and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

- (1) Overall Supports and Engagement (50%)
 - o High expectations and caring relationships (6 items)
 - o Opportunities for meaningful participation (3 items)
 - o Perceived school safety (2 items)
 - o School connectedness (4 items)
- (2) Overall Low Violence and Substance Use at School (50%)
 - o Low physical violence perpetration on school property (7 items)
 - o Low physical and emotional violence victimization at school (6 items)
 - o Low harassment and bullying at school (5 items)
 - o Low substance use at school (4 items)

When data are available for three or more years after the 2012-13 school year, predicted values are provided based on pooled data from multiple years. The predicted values minimize the impact of chance fluctuations across survey administrations and provide more reliable estimates of trends across time. Scores from prior reports with less than three years of data will likely be different from the predicted scores in this report. Results are not reported if less than 50% of students participated in the survey.

Further information about the methodology used to construct the SCI can be obtained in [Construction of California's School Climate Index \(californias3.wested.org/about\)](http://californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI 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 SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

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 SCI score as, or a lower SCI 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.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. Staff results are not reported if less than 50% of staff or less than 5 staff members provided data. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Try hard on school work – “agree” or “strongly agree” that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – “agree” or “strongly agree” that I am a part of this school.
- Safety at school – feel “safe” or “very safe” when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in 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.
- Experienced chronic sadness/hopelessness – felt sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (CSSS)

- Nearly all/most students are motivated to learn – “nearly all” or “most” students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a “moderate” or “severe” problem at this school.
- School is a supportive and inviting place for students to learn – “agree” or “strongly agree” that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – “agree” or “strongly agree” that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – “agree” or “strongly agree” that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – “agree” or “strongly agree” that harassment and bullying among students is a “moderate” or “severe” problem at this school.
- School is welcoming to and facilitates parental involvement – “agree” or “strongly agree” that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – “agree” or “strongly agree” that this school has clean and well-maintained facilities and property.