

Self-Assessment Survey Items

Trapp Elementary School
 NCES ID: 063237004999
 Rialto, California

Rialto Unified
 NCES ID: 0632370

School Year			Number of Responses	Date Completed		
2017-18			17	12/15/2017		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
94 %	6 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	8 %	8 %	83 %
65 %	35 %	0 %	2. Expected student behaviors are taught directly.	17 %	33 %	50 %
88 %	13 %	0 %	3. Expected student behaviors are rewarded regularly.	9 %	36 %	55 %
47 %	47 %	6 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	36 %	27 %	36 %
38 %	44 %	19 %	5. Consequences for problem behaviors are defined clearly.	38 %	23 %	38 %
64 %	21 %	14 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	17 %	25 %	58 %
50 %	17 %	33 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	30 %	40 %	30 %
63 %	19 %	19 %	8. Procedures are in place to address emergency/dangerous situations.	18 %	45 %	36 %
38 %	31 %	31 %	9. A team exists for behavior support planning & problem solving.	33 %	33 %	33 %
81 %	13 %	6 %	10. School administrator is an active participant on the behavior support team.	27 %	9 %	64 %
22 %	33 %	44 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	63 %	25 %	13 %
20 %	30 %	50 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	50 %	38 %	13 %
69 %	13 %	19 %	13. School has formal strategies for informing families about expected student behaviors at school.	18 %	36 %	45 %
25 %	33 %	42 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	33 %	44 %	22 %
46 %	46 %	8 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	10 %	40 %	50 %
43 %	36 %	21 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	33 %	22 %	44 %
70 %	20 %	10 %	17. The school team has access to on-going training and support from district personnel.	20 %	30 %	50 %
75 %	25 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	0 %	50 %	50 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
87 %	13 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	27 %	9 %	64 %
64 %	36 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	36 %	18 %	45 %
79 %	14 %	7 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	20 %	30 %	50 %
75 %	19 %	6 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	9 %	36 %	55 %
50 %	36 %	14 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	22 %	22 %	56 %

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62 %	23 %	15 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	20 %	30 %	50 %
21 %	50 %	29 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	40 %	10 %	50 %
38 %	0 %	63 %	8. Status of student behavior and management practices are evaluated quarterly from data.	43 %	29 %	29 %
43 %	50 %	7 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	38 %	13 %	50 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
88 %	12 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	9 %	18 %	73 %
67 %	27 %	7 %	2. Problem behaviors are defined clearly.	27 %	27 %	45 %
82 %	18 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	9 %	27 %	64 %
56 %	44 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	20 %	50 %	30 %
60 %	20 %	20 %	5. Problem behaviors receive consistent consequences.	30 %	30 %	40 %
69 %	13 %	19 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	20 %	30 %	50 %
64 %	29 %	7 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	11 %	44 %	44 %
73 %	20 %	7 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	0 %	27 %	73 %
60 %	33 %	7 %	9. Students experience high rates of academic success (> 75% correct).	18 %	18 %	64 %
54 %	38 %	8 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	11 %	56 %	33 %
57 %	36 %	7 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	11 %	44 %	44 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
20 %	50 %	30 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	50 %	38 %	13 %
45 %	36 %	18 %	2. A simple process exists for teachers to request assistance.	25 %	38 %	38 %
38 %	25 %	38 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	63 %	25 %	13 %
38 %	13 %	50 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	63 %	25 %	13 %
11 %	33 %	56 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	50 %	38 %	13 %
36 %	27 %	36 %	6. Significant family &/or community members are involved when appropriate & possible.	44 %	22 %	33 %
25 %	50 %	25 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	44 %	44 %	11 %
25 %	25 %	50 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	43 %	43 %	14 %

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School Year			Number of Responses	Date Completed		
2018-19			27	10/26/2018		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
100 %	0 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	41 %	14 %	45 %
74 %	26 %	0 %	2. Expected student behaviors are taught directly.	43 %	29 %	29 %
100 %	0 %	0 %	3. Expected student behaviors are rewarded regularly.	45 %	10 %	45 %
54 %	23 %	23 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	58 %	8 %	33 %
44 %	41 %	15 %	5. Consequences for problem behaviors are defined clearly.	50 %	21 %	29 %
44 %	37 %	19 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	39 %	26 %	35 %
35 %	43 %	22 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	45 %	32 %	23 %
58 %	19 %	23 %	8. Procedures are in place to address emergency/dangerous situations.	68 %	5 %	27 %
63 %	21 %	17 %	9. A team exists for behavior support planning & problem solving.	48 %	29 %	24 %
70 %	25 %	5 %	10. School administrator is an active participant on the behavior support team.	79 %	11 %	11 %
14 %	18 %	68 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	78 %	22 %	0 %
26 %	9 %	65 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	83 %	17 %	0 %
67 %	29 %	4 %	13. School has formal strategies for informing families about expected student behaviors at school.	45 %	20 %	35 %
53 %	41 %	6 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	47 %	20 %	33 %
48 %	48 %	5 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	28 %	44 %	28 %
52 %	43 %	5 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	40 %	35 %	25 %
41 %	41 %	18 %	17. The school team has access to on-going training and support from district personnel.	53 %	18 %	29 %
86 %	14 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	33 %	8 %	58 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
78 %	19 %	4 %	1. School-wide expected student behaviors apply to non-classroom settings.	36 %	14 %	50 %
70 %	26 %	4 %	2. School-wide expected student behaviors are taught in non-classroom settings.	35 %	22 %	43 %
76 %	20 %	4 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	38 %	14 %	48 %
79 %	21 %	0 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	36 %	18 %	45 %
73 %	9 %	18 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	17 %	6 %	78 %

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73 %	18 %	9 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	26 %	16 %	58 %
15 %	25 %	60 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	57 %	21 %	21 %
27 %	20 %	53 %	8. Status of student behavior and management practices are evaluated quarterly from data.	50 %	25 %	25 %
74 %	9 %	17 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	32 %	21 %	47 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
100 %	0 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	43 %	0 %	57 %
74 %	22 %	4 %	2. Problem behaviors are defined clearly.	43 %	0 %	57 %
95 %	5 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	41 %	6 %	53 %
96 %	4 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	42 %	5 %	53 %
62 %	14 %	24 %	5. Problem behaviors receive consistent consequences.	65 %	0 %	35 %
73 %	18 %	9 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	40 %	25 %	35 %
45 %	45 %	9 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	28 %	44 %	28 %
59 %	18 %	23 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	60 %	15 %	25 %
40 %	50 %	10 %	9. Students experience high rates of academic success (> 75% correct).	59 %	12 %	29 %
48 %	26 %	26 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	50 %	10 %	40 %
63 %	29 %	8 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	45 %	10 %	45 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
47 %	5 %	47 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	69 %	6 %	25 %
20 %	20 %	60 %	2. A simple process exists for teachers to request assistance.	88 %	6 %	6 %
7 %	20 %	73 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	92 %	8 %	0 %
19 %	13 %	69 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	100 %	0 %	0 %
31 %	31 %	38 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	50 %	13 %	38 %
41 %	29 %	29 %	6. Significant family &/or community members are involved when appropriate & possible.	50 %	8 %	42 %
18 %	12 %	71 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	93 %	7 %	0 %
20 %	13 %	67 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	90 %	10 %	0 %

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School Year			Number of Responses	Date Completed		
2019-20			21	10/30/2019		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
95 %	5 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	21 %	11 %	68 %
80 %	20 %	0 %	2. Expected student behaviors are taught directly.	12 %	24 %	65 %
86 %	10 %	5 %	3. Expected student behaviors are rewarded regularly.	21 %	32 %	47 %
57 %	33 %	10 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	16 %	53 %	32 %
37 %	37 %	26 %	5. Consequences for problem behaviors are defined clearly.	22 %	44 %	33 %
33 %	57 %	10 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	42 %	37 %	21 %
40 %	55 %	5 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	37 %	32 %	32 %
53 %	42 %	5 %	8. Procedures are in place to address emergency/dangerous situations.	56 %	17 %	28 %
56 %	33 %	11 %	9. A team exists for behavior support planning & problem solving.	53 %	21 %	26 %
67 %	29 %	5 %	10. School administrator is an active participant on the behavior support team.	44 %	22 %	33 %
38 %	19 %	44 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	53 %	29 %	18 %
24 %	29 %	47 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	44 %	50 %	6 %
50 %	40 %	10 %	13. School has formal strategies for informing families about expected student behaviors at school.	44 %	22 %	33 %
13 %	27 %	60 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	46 %	46 %	8 %
50 %	20 %	30 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	33 %	56 %	11 %
43 %	43 %	14 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	19 %	50 %	31 %
38 %	44 %	19 %	17. The school team has access to on-going training and support from district personnel.	7 %	79 %	14 %
79 %	14 %	7 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	36 %	14 %	50 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
95 %	5 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	21 %	21 %	58 %
67 %	28 %	6 %	2. School-wide expected student behaviors are taught in non-classroom settings.	21 %	26 %	53 %
89 %	11 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	33 %	17 %	50 %
79 %	16 %	5 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	21 %	26 %	53 %
67 %	25 %	8 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	17 %	33 %	50 %

Self-Assessment Survey Items

94 %	6 %	0 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	20 %	13 %	67 %
33 %	39 %	28 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	6 %	50 %	44 %
33 %	17 %	50 %	8. Status of student behavior and management practices are evaluated quarterly from data.	30 %	50 %	20 %
73 %	20 %	7 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	13 %	33 %	53 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
95 %	5 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	22 %	22 %	56 %
60 %	30 %	10 %	2. Problem behaviors are defined clearly.	22 %	33 %	44 %
88 %	13 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	7 %	21 %	71 %
75 %	25 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	29 %	24 %	47 %
50 %	39 %	11 %	5. Problem behaviors receive consistent consequences.	29 %	47 %	24 %
42 %	53 %	5 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	19 %	63 %	19 %
39 %	50 %	11 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	47 %	33 %	20 %
65 %	35 %	0 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	18 %	35 %	47 %
67 %	33 %	0 %	9. Students experience high rates of academic success (> 75% correct).	25 %	31 %	44 %
58 %	37 %	5 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	12 %	41 %	47 %
70 %	25 %	5 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	12 %	24 %	65 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
25 %	42 %	33 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	38 %	31 %	31 %
42 %	37 %	21 %	2. A simple process exists for teachers to request assistance.	60 %	20 %	20 %
36 %	21 %	43 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	38 %	38 %	23 %
58 %	33 %	8 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	33 %	42 %	25 %
43 %	43 %	14 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	33 %	33 %	33 %
36 %	43 %	21 %	6. Significant family &/or community members are involved when appropriate & possible.	23 %	46 %	31 %
25 %	42 %	33 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	45 %	27 %	27 %
36 %	18 %	45 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	42 %	33 %	25 %