

Self-Assessment Survey Items

Milor Continuation High School

NCES ID: 063237007338

Rialto, California

Rialto Unified

NCES ID: 0632370

School Year			Number of Responses	Date Completed		
2019-20			15	10/18/2019		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
73 %	27 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	43 %	14 %	43 %
80 %	20 %	0 %	2. Expected student behaviors are taught directly.	50 %	0 %	50 %
62 %	38 %	0 %	3. Expected student behaviors are rewarded regularly.	43 %	14 %	43 %
71 %	29 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	43 %	14 %	43 %
50 %	43 %	7 %	5. Consequences for problem behaviors are defined clearly.	50 %	33 %	17 %
71 %	29 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	57 %	0 %	43 %
79 %	21 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	43 %	0 %	57 %
86 %	14 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	43 %	14 %	43 %
64 %	21 %	14 %	9. A team exists for behavior support planning & problem solving.	63 %	0 %	38 %
77 %	23 %	0 %	10. School administrator is an active participant on the behavior support team.	50 %	0 %	50 %
50 %	33 %	17 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	71 %	0 %	29 %
33 %	42 %	25 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	71 %	14 %	14 %
36 %	45 %	18 %	13. School has formal strategies for informing families about expected student behaviors at school.	67 %	0 %	33 %
11 %	56 %	33 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	67 %	33 %	0 %
90 %	10 %	0 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	33 %	0 %	67 %
58 %	33 %	8 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	33 %	33 %	33 %
80 %	10 %	10 %	17. The school team has access to on-going training and support from district personnel.	75 %	0 %	25 %
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.	50 %	0 %	50 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
57 %	43 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	80 %	0 %	20 %
50 %	50 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	67 %	17 %	17 %
58 %	42 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	67 %	17 %	17 %
50 %	50 %	0 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	60 %	20 %	20 %
70 %	30 %	0 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	75 %	0 %	25 %

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80 %	20 %	0 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	0 %	0 %	100 %
25 %	63 %	13 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	50 %	0 %	50 %
56 %	44 %	0 %	8. Status of student behavior and management practices are evaluated quarterly from data.	0 %	0 %	100 %
36 %	45 %	18 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	67 %	33 %	0 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
71 %	29 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	71 %	0 %	29 %
62 %	31 %	8 %	2. Problem behaviors are defined clearly.	71 %	14 %	14 %
77 %	15 %	8 %	3. Expected student behavior & routines in classrooms are taught directly.	57 %	14 %	29 %
36 %	55 %	9 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	83 %	17 %	0 %
50 %	50 %	0 %	5. Problem behaviors receive consistent consequences.	83 %	17 %	0 %
67 %	25 %	8 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	100 %	0 %	0 %
46 %	46 %	8 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	67 %	17 %	17 %
67 %	17 %	17 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	60 %	20 %	20 %
27 %	64 %	9 %	9. Students experience high rates of academic success (> 75% correct).	60 %	20 %	20 %
44 %	33 %	22 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	50 %	0 %	50 %
67 %	33 %	0 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	67 %	0 %	33 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
50 %	30 %	20 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	80 %	0 %	20 %
64 %	27 %	9 %	2. A simple process exists for teachers to request assistance.	40 %	20 %	40 %
67 %	22 %	11 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	67 %	0 %	33 %
73 %	18 %	9 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	75 %	0 %	25 %
43 %	43 %	14 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	100 %	0 %	0 %
40 %	30 %	30 %	6. Significant family &/or community members are involved when appropriate & possible.	40 %	40 %	20 %
30 %	40 %	30 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	100 %	0 %	0 %
33 %	33 %	33 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	75 %	25 %	0 %

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School Year			Number of Responses	Date Completed		
2020-21			20	02/12/2021		
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.	27 %	18 %	55 %
75 %	25 %	0 %	2. Expected student behaviors are taught directly.	42 %	17 %	42 %
37 %	63 %	0 %	3. Expected student behaviors are rewarded regularly.	42 %	42 %	17 %
60 %	40 %	0 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	33 %	17 %	50 %
45 %	55 %	0 %	5. Consequences for problem behaviors are defined clearly.	23 %	46 %	31 %
53 %	47 %	0 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	20 %	40 %	40 %
79 %	21 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	18 %	18 %	64 %
80 %	20 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	20 %	20 %	60 %
71 %	29 %	0 %	9. A team exists for behavior support planning & problem solving.	10 %	40 %	50 %
89 %	11 %	0 %	10. School administrator is an active participant on the behavior support team.	30 %	10 %	60 %
33 %	67 %	0 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	38 %	38 %	25 %
56 %	31 %	13 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	30 %	20 %	50 %
68 %	26 %	5 %	13. School has formal strategies for informing families about expected student behaviors at school.	30 %	20 %	50 %
43 %	43 %	14 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	25 %	25 %	50 %
76 %	24 %	0 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	22 %	33 %	44 %
55 %	45 %	0 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	22 %	33 %	44 %
82 %	18 %	0 %	17. The school team has access to on-going training and support from district personnel.	22 %	22 %	56 %
93 %	7 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	25 %	25 %	50 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
90 %	10 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	11 %	22 %	67 %
76 %	24 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	22 %	33 %	44 %
83 %	17 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	13 %	25 %	63 %
58 %	42 %	0 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	33 %	33 %	33 %
72 %	22 %	6 %	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 %	33 %	44 %

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100 %	0 %	0 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	29 %	14 %	57 %
56 %	28 %	17 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	14 %	29 %	57 %
47 %	40 %	13 %	8. Status of student behavior and management practices are evaluated quarterly from data.	33 %	33 %	33 %
55 %	30 %	15 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	29 %	29 %	43 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
90 %	10 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	33 %	22 %	44 %
80 %	20 %	0 %	2. Problem behaviors are defined clearly.	11 %	22 %	67 %
80 %	20 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	11 %	22 %	67 %
70 %	30 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	33 %	22 %	44 %
40 %	55 %	5 %	5. Problem behaviors receive consistent consequences.	20 %	50 %	30 %
74 %	26 %	0 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	20 %	30 %	50 %
88 %	13 %	0 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	29 %	29 %	43 %
83 %	11 %	6 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	43 %	14 %	43 %
29 %	57 %	14 %	9. Students experience high rates of academic success (> 75% correct).	43 %	43 %	14 %
67 %	27 %	7 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	50 %	17 %	33 %
83 %	17 %	0 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	29 %	14 %	57 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
44 %	50 %	6 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	25 %	25 %	50 %
89 %	11 %	0 %	2. A simple process exists for teachers to request assistance.	11 %	22 %	67 %
69 %	31 %	0 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	29 %	43 %	29 %
57 %	43 %	0 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	43 %	43 %	14 %
38 %	54 %	8 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	29 %	57 %	14 %
63 %	32 %	5 %	6. Significant family &/or community members are involved when appropriate & possible.	40 %	50 %	10 %
43 %	43 %	14 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	33 %	56 %	11 %
44 %	44 %	13 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	33 %	56 %	11 %

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School Year			Number of Responses	Date Completed		
2021-22			7	12/03/2021		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
33 %	33 %	33 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	0 %	60 %	40 %
67 %	33 %	0 %	2. Expected student behaviors are taught directly.	0 %	67 %	33 %
33 %	67 %	0 %	3. Expected student behaviors are rewarded regularly.	0 %	25 %	75 %
17 %	50 %	33 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	0 %	25 %	75 %
17 %	33 %	50 %	5. Consequences for problem behaviors are defined clearly.	0 %	25 %	75 %
33 %	50 %	17 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	0 %	50 %	50 %
100 %	0 %	0 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	0 %	67 %	33 %
71 %	29 %	0 %	8. Procedures are in place to address emergency/dangerous situations.	25 %	50 %	25 %
67 %	17 %	17 %	9. A team exists for behavior support planning & problem solving.	0 %	67 %	33 %
40 %	60 %	0 %	10. School administrator is an active participant on the behavior support team.	0 %	50 %	50 %
50 %	50 %	0 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	0 %	67 %	33 %
50 %	25 %	25 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	0 %	67 %	33 %
25 %	50 %	25 %	13. School has formal strategies for informing families about expected student behaviors at school.	0 %	67 %	33 %
20 %	20 %	60 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	0 %	33 %	67 %
25 %	25 %	50 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	0 %	33 %	67 %
0 %	83 %	17 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	0 %	100 %	0 %
0 %	75 %	25 %	17. The school team has access to on-going training and support from district personnel.	0 %	67 %	33 %
50 %	50 %	0 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	0 %	67 %	33 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
43 %	57 %	0 %	1. School-wide expected student behaviors apply to non-classroom settings.	0 %	50 %	50 %
33 %	67 %	0 %	2. School-wide expected student behaviors are taught in non-classroom settings.	0 %	75 %	25 %
43 %	57 %	0 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	0 %	75 %	25 %
0 %	83 %	17 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	0 %	100 %	0 %
33 %	67 %	0 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	0 %	100 %	0 %

Self-Assessment Survey Items

57 %	43 %	0 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	0 %	100 %	0 %
17 %	67 %	17 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	0 %	100 %	0 %
0 %	80 %	20 %	8. Status of student behavior and management practices are evaluated quarterly from data.	0 %	100 %	0 %
20 %	80 %	0 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	0 %	75 %	25 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
43 %	57 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	0 %	75 %	25 %
14 %	86 %	0 %	2. Problem behaviors are defined clearly.	0 %	75 %	25 %
29 %	71 %	0 %	3. Expected student behavior & routines in classrooms are taught directly.	0 %	67 %	33 %
14 %	86 %	0 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	20 %	40 %	40 %
14 %	71 %	14 %	5. Problem behaviors receive consistent consequences.	20 %	40 %	40 %
17 %	83 %	0 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	0 %	67 %	33 %
40 %	60 %	0 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	0 %	67 %	33 %
14 %	57 %	29 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	0 %	50 %	50 %
29 %	29 %	43 %	9. Students experience high rates of academic success (> 75% correct).	0 %	67 %	33 %
14 %	71 %	14 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	0 %	50 %	50 %
43 %	57 %	0 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	0 %	67 %	33 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
0 %	83 %	17 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	0 %	100 %	0 %
50 %	50 %	0 %	2. A simple process exists for teachers to request assistance.	0 %	67 %	33 %
33 %	50 %	17 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	0 %	67 %	33 %
50 %	50 %	0 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	0 %	67 %	33 %
20 %	80 %	0 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	0 %	50 %	50 %
17 %	83 %	0 %	6. Significant family &/or community members are involved when appropriate & possible.	0 %	75 %	25 %
0 %	67 %	33 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	0 %	100 %	0 %
0 %	57 %	43 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	0 %	100 %	0 %