

# Self-Assessment Survey Items

**Jurupa Hills High**  
 NCES ID: 061392012517  
 Fontana, California

**Fontana Unified**  
 NCES ID: 0613920

School Year			Number of Responses	Date Completed		
2021-22			25	02/04/2022		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
59 %	41 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	36 %	14 %	50 %
27 %	41 %	32 %	2. Expected student behaviors are taught directly.	40 %	40 %	20 %
14 %	41 %	45 %	3. Expected student behaviors are rewarded regularly.	27 %	53 %	20 %
22 %	43 %	35 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	67 %	20 %	13 %
30 %	39 %	30 %	5. Consequences for problem behaviors are defined clearly.	57 %	21 %	21 %
21 %	58 %	21 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	25 %	50 %	25 %
33 %	48 %	19 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	31 %	38 %	31 %
75 %	20 %	5 %	8. Procedures are in place to address emergency/dangerous situations.	23 %	23 %	54 %
56 %	31 %	13 %	9. A team exists for behavior support planning & problem solving.	18 %	36 %	45 %
61 %	33 %	6 %	10. School administrator is an active participant on the behavior support team.	30 %	40 %	30 %
46 %	38 %	15 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	0 %	71 %	29 %
20 %	33 %	47 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	22 %	67 %	11 %
19 %	69 %	13 %	13. School has formal strategies for informing families about expected student behaviors at school.	42 %	42 %	17 %
0 %	67 %	33 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	60 %	20 %	20 %
42 %	25 %	33 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	0 %	44 %	56 %
28 %	44 %	28 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	31 %	46 %	23 %
19 %	63 %	19 %	17. The school team has access to on-going training and support from district personnel.	33 %	22 %	44 %
67 %	11 %	22 %	18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.	17 %	50 %	33 %
In Place	Partial	Not	System: Nonclassroom Setting	High	Medium	Low
40 %	45 %	15 %	1. School-wide expected student behaviors apply to non-classroom settings.	13 %	33 %	53 %
6 %	50 %	44 %	2. School-wide expected student behaviors are taught in non-classroom settings.	8 %	42 %	50 %
37 %	42 %	21 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	42 %	8 %	50 %
0 %	53 %	47 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	20 %	30 %	50 %
19 %	50 %	31 %	5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.	38 %	25 %	38 %

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38 %	56 %	6 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	22 %	22 %	56 %
14 %	36 %	50 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	13 %	13 %	75 %
14 %	57 %	29 %	8. Status of student behavior and management practices are evaluated quarterly from data.	33 %	33 %	33 %
39 %	39 %	22 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	20 %	30 %	50 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
52 %	48 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	15 %	46 %	38 %
35 %	50 %	15 %	2. Problem behaviors are defined clearly.	17 %	67 %	17 %
33 %	56 %	11 %	3. Expected student behavior & routines in classrooms are taught directly.	17 %	50 %	33 %
7 %	67 %	27 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	22 %	56 %	22 %
6 %	67 %	28 %	5. Problem behaviors receive consistent consequences.	40 %	40 %	20 %
17 %	56 %	28 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	29 %	29 %	43 %
29 %	41 %	29 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	22 %	11 %	67 %
19 %	56 %	25 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	44 %	44 %	11 %
14 %	50 %	36 %	9. Students experience high rates of academic success (> 75% correct).	63 %	13 %	25 %
29 %	43 %	29 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	38 %	13 %	50 %
14 %	64 %	21 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	0 %	78 %	22 %

In Place	Partial	Not	System: Individual Student	High	Medium	Low
36 %	55 %	9 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	75 %	25 %	0 %
50 %	25 %	25 %	2. A simple process exists for teachers to request assistance.	25 %	25 %	50 %
9 %	55 %	36 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	50 %	50 %	0 %
50 %	25 %	25 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	0 %	100 %	0 %
17 %	50 %	33 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	0 %	67 %	33 %
20 %	40 %	40 %	6. Significant family &/or community members are involved when appropriate & possible.	0 %	50 %	50 %
60 %	40 %	0 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	0 %	50 %	50 %
30 %	30 %	40 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	17 %	33 %	50 %