Self-Assessment Survey Items

Jurupa Hills High
NCES ID: 061392012517
Fontana, California

Fontana Unified
NCES ID: 0613920

School Year	Number of Responses	Date Completed
2022-23	42	02/10/2023

Current Status			Feature	Improvement Priority		
In Place	**Partial**	**Not**	**System: School-Wide**	**High**	**Medium**	**Low**
78 %	22 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	16 %	16 %	68 %
28 %	59 %	13 %	2. Expected student behaviors are taught directly.	37 %	33 %	30 %
38 %	60 %	3 %	3. Expected student behaviors are rewarded regularly.	24 %	52 %	24 %
28 %	46 %	26 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	59 %	17 %	24 %
27 %	49 %	24 %	5. Consequences for problem behaviors are defined clearly.	61 %	23 %	16 %
32 %	50 %	18 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	48 %	21 %	31 %
23 %	54 %	23 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	52 %	19 %	29 %
74 %	15 %	10 %	8. Procedures are in place to address emergency/dangerous situations.	21 %	36 %	43 %
56 %	22 %	22 %	9. A team exists for behavior support planning & problem solving.	36 %	32 %	32 %
47 %	34 %	19 %	10. School administrator is an active participant on the behavior support team.	48 %	20 %	32 %
31 %	47 %	22 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	50 %	27 %	23 %
31 %	29 %	40 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	56 %	30 %	15 %
39 %	47 %	14 %	13. School has formal strategies for informing families about expected student behaviors at school.	50 %	19 %	31 %
15 %	38 %	46 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	44 %	28 %	28 %
41 %	48 %	10 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	36 %	41 %	23 %
23 %	54 %	23 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	50 %	27 %	23 %
26 %	48 %	26 %	17. The school team has access to on-going training and support from district personnel.	35 %	20 %	45 %
60 %	36 %	4 %	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
46 %	38 %	16 %	1. School-wide expected student behaviors apply to non-classroom settings.	41 %	24 %	34 %
15 %	47 %	38 %	2. School-wide expected student behaviors are taught in non-classroom settings.	52 %	22 %	26 %
24 %	65 %	11 %	3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.	52 %	19 %	30 %
48 %	45 %	6 %	4. Rewards exist for meeting expected student behaviors in non-classroom settings.	35 %	43 %	22 %
38 %	44 %	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.	44 %	20 %	36 %

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In Place	Partial	Not		High	Medium	Low
48 %	42 %	9 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	23 %	32 %	45 %
21 %	27 %	52 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	33 %	24 %	43 %
35 %	30 %	35 %	8. Status of student behavior and management practices are evaluated quarterly from data.	44 %	28 %	28 %
41 %	47 %	13 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	29 %	33 %	38 %
In Place	**Partial**	**Not**	**System: Classroom**	**High**	**Medium**	**Low**
58 %	29 %	13 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	28 %	44 %	28 %
53 %	32 %	16 %	2. Problem behaviors are defined clearly.	44 %	30 %	26 %
56 %	28 %	15 %	3. Expected student behavior & routines in classrooms are taught directly.	37 %	30 %	33 %
38 %	53 %	10 %	4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).	36 %	36 %	29 %
26 %	47 %	26 %	5. Problem behaviors receive consistent consequences.	50 %	30 %	20 %
41 %	35 %	24 %	6. Procedures for expected & problem behaviors are consistent with school-wide procedures.	38 %	35 %	27 %
31 %	42 %	28 %	7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.	41 %	30 %	30 %
32 %	47 %	21 %	8. Instruction & curriculum materials are matched to student ability (math, reading, language).	39 %	36 %	25 %
17 %	63 %	20 %	9. Students experience high rates of academic success (> 75% correct).	54 %	29 %	18 %
31 %	37 %	31 %	10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).	32 %	28 %	40 %
34 %	57 %	9 %	11. Transitions between instructional & non-instructional activities are efficient & orderly.	20 %	32 %	48 %
In Place	**Partial**	**Not**	**System: Individual Student**	**High**	**Medium**	**Low**
42 %	19 %	38 %	1. Assessments are conducted regularly to identify students with chronic problem behaviors.	70 %	13 %	17 %
19 %	42 %	39 %	2. A simple process exists for teachers to request assistance.	50 %	21 %	29 %
23 %	35 %	42 %	3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.	56 %	24 %	20 %
41 %	18 %	41 %	4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.	61 %	13 %	26 %
24 %	24 %	53 %	5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).	50 %	25 %	25 %
24 %	40 %	36 %	6. Significant family &/or community members are involved when appropriate & possible.	54 %	19 %	27 %
30 %	48 %	22 %	7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.	43 %	26 %	30 %
18 %	36 %	45 %	8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.	50 %	20 %	30 %