

Milior 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 stat	Med		

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 %	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 %		

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 %

Milor Continuation High School
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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 %				

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			