



# ARROYO VALLEY HIGH SCHOOL

## Support Personnel Accountability Report Card (SPARC) 2010

A continuous improvement document sponsored by the California Career Resource Network and the Los Angeles County Office of Education

San Bernardino City Unified School District, [www.arroyovalleyhighschool.net](http://www.arroyovalleyhighschool.net)

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Serving 2,768 students in grades 9-12. Karen G. Craig, Principal



### Principal's Message

The Arroyo Valley High School (AVHS) student support personnel team (SSPT) members are key players in helping make our school a safe haven where students can succeed academically. I applaud our school counseling team for getting trained in the National Standards for School Counseling, and for their current work toward being designated as a Recognized American School Counseling Association Model Program (RAMP). The ongoing implementation of the National Standards and this SPARC support Arroyo Valley's School Improvement Plan and Western Association of Schools and Colleges (WASC) Action Plan. The students-first emphasis embodied by our SSPT helps ensure that our entire AVHS Hawks family fulfills our motto of being "Above All the Rest."

As the newest high school in our district, and the first one on the traditionally underserved west side of San Bernardino, Arroyo Valley has had the challenge of building new connections with students, parents and the community. In the nine years since we opened, our SSPT has been very involved with this connecting process, developing materials, presentations, programs, four-year plans, a quarterly newsletter, a website and most of all, the trusting personal relationships that are so critical to a working partnership with our children and families. Highlights of our work include the biweekly grade checks sent home in each class and the a rich assortment of afterschool activities offered in addition to our seven-period day. Additionally, I believe that this the process of creating this SPARC has generated helpful conversations among our SSPT members and will offer a helpful summary of our commitment to our customers, both of which will help us link students to education in fresh ways.

After reviewing our progress in this first decade of Hawk history, the SSPT and I have targeted two main areas of focus for improvement in the upcoming school year. First, we will work to increase students' knowledge and completion of the course requirements for entrance to a four-year college, often referred to as "the A-through-Gs." We want students to be informed early and reminded often which courses they need to take and what grades they need to receive in them in order to have as many post-graduation options as possible. We would like to build on the presentations currently given to freshmen, and do more to encourage increased teacher-student, parent-student and student-student conversations about the A-through-Gs so that they become standard cultural knowledge at AVHS. Second, we will be working more on increasing credit accumulation by underclassmen. This fall, our 9<sup>th</sup>- and 10<sup>th</sup>-grade counselors ran a targeted intervention with students failing classes at the end of 1<sup>st</sup> quarter and worked with them to address the situation. Next year, our SSPT will also be striving to improve pass rates by working with the teachers in our smaller learning communities (SLCs) to ensure that students have internalized the tenets of *The 7 Habits of Highly Effective Teens*.

### Student Support Personnel Team

Certificated Positions	Education (Credentials)
5 Administrators	Master's or Doctoral Degrees (Administrative, Teaching)
2 Program Specialists	Master's (Administrative, Teaching)
9 School Counselors	Master's or Doctoral Degrees (Pupil Personnel Services, Administrative Services, Teaching)
1 School Psychologist	Master's, Educational Specialist (Pupil Personnel Services)
1 School Nurse	Master's, (School Nurse Services)
1 Library Media Teacher	Master's (Pupil Personnel Services, Teaching)
1 Program Facilitator	Master's (Teaching)
1 Career Development Resource Teacher	Bachelor's (Teaching)
1 Activities Director	Bachelor's (Teaching)
1 Athletic Director	Master's (Teaching)
Classified Positions	Professional Organizations/Associations
1 Resource Officer and 6 Campus Security Officers	American School Counselor Association California Association of School Counselors
1 Registrar	National Association of School Psychologists
14 Secretarial/Clerical Staff	California Association of School Psychologists
1 Technology Assistant	California State Library Association
1 Health Aide	California Association of Directors of Activities
1 Student Recovery Specialist	California Association of Student Councils
1 Outreach Worker	Association of California School Administrators

All of the certificated members of the student support team hold credentials that designate them as highly qualified staff under No Child Left Behind legislation. As a vital part of the SSPT, the school counselors at AVHS strive for excellence, which we define in terms our students' success. Counselors work collaboratively with the SSPT, attend weekly counselor meetings, monthly schoolwide staff meetings and are represented at the monthly site leadership meetings.

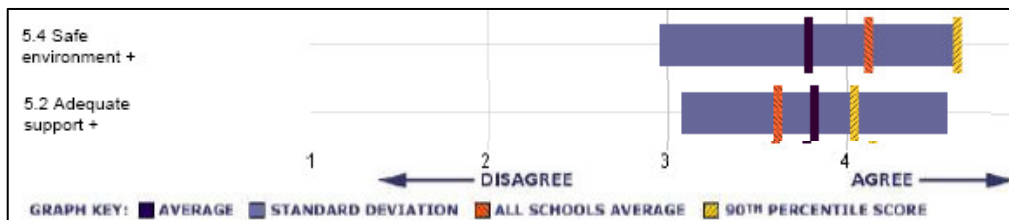
Two counselors serve each grade level, allowing them to be experts on the educational needs of their students. One counselor serves special education students in grades 9 to 12, working closely with resource specialists (RSP), special-day class (SDC) teachers and our school psychologist.

All students receive counseling services, including three visits with their counselor during 9<sup>th</sup> grade, and two visits per year after that. These include a review of transcripts, a credit evaluation, and the creation of a comprehensive graduation plan. Each freshman works with a counselor to create a personalized four-year plan, which is revised during sophomore year. Juniors and seniors at risk of not graduating meet with counselors and parents to review what they need to do to graduate and what their options after high school include. Counselors work with teams of teachers in the SLCs to conduct Student Success Team (SST) meetings for struggling students. The counseling team works with the career center staff to schedule career exploration. Counselors also offer a host of individual and group counseling sessions to address the personal and social needs of AVHS students.

### School Safety and Climate

Our SSPT works proactively to help create a positive, safe climate for learning at AVHS. Counselors have been trained in *The 7 Habits of Highly Effective Teens*, and our two 9<sup>th</sup>-grade counselors teach these habits to their students in a series of classroom guidance lessons. One counselor offered a first-semester anger management group after school to supplement the court-mandated classes in anger management and drug intervention offered on site by our district's Youth Services. Counselors have been trained in the PREPARE model for crisis intervention. Individual and group counseling are offered. This year, our counselors have worked to increase student involvement in extracurricular activities by making lists of clubs, advisors and their classrooms widely available across campus and on our website, and sharing about how to get involved with specific clubs, sports and after-school activities during their guidance lessons. Our head counselor works with administration to update and carry out the school's safety plan, which is reviewed by School Safety Committee and adopted by the San Bernardino City Unified School District Board.

The two graphs below summarize the opinions of 116 respondents to our Keys to Excellence for Your Schools (KEYS) survey on a variety of school safety and climate factors. The black bar indicates the average response for our school, in comparison to the orange bar, which represents the average for all participating schools. Our SSPT contributes to the overall sense that AVHS is a safe environment (KEY 5.4) by our delivery of *The 7 Habits* guidance lessons, which teach prosocial skills, by the conflict mediations we conduct, by the security provided on campus from our security officers and thanks to the follow-through on our Response To Intervention (RTI) carried out by program specialists and vice principals. For KEY 5.2, we contribute to the sense that support services are adequate by connecting students to available support resources through guidance lessons, group interventions, publications such as our quarterly newsletter (*Counseling Breeze*), announcements on the intercom and our AVHS counseling website.

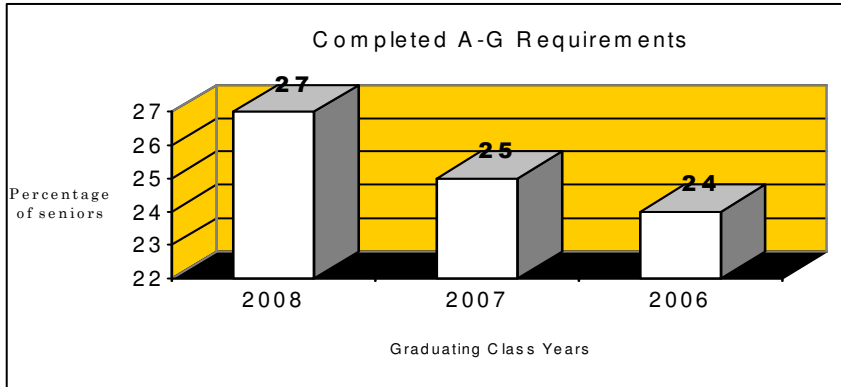


## Student Results

Because our team's success is defined by our students' success, we believe it is important to collect and reflect on student results data. In *7 Habits* language, we "seek first to understand" our students and their needs in relation to the American School Counselor Association (ASCA) National Standards for Students. Throughout the year, we look at data including but not limited to student grades, credits, attendance, discipline patterns and stated career interests. This helps us assess what is working well, connect the right students with the right resources and adjust our future program.

### Academic Domain

**Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.



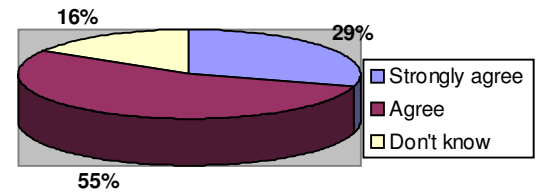
This focus is aligned with ASCA Academic Standard B and with the recent focus of our district on "Creating a College-Going Culture." Our direct intervention strategies include freshman guidance lessons on college entrance requirements, four-year planning, AB1802 meetings, grade reviews, personalized appointments, and Student Study Teams (SSTs). Our guidance curriculum includes graduation requirements, A-G requirements, college application workshops, college fairs, college visits, and Free Application for Federal Student Aid (FAFSA) workshops. We believe that these have been supportive of the steady increase in the percentage of students graduating from Arroyo Valley having completed their "A-through-G" course requirements, which is a primary eligibility requirement for entry to a four-year college as a freshman.

### Personal/Social Development Domain

**Standard A2:** Students will acquire interpersonal skills.

Our SSPT supports the educational mission of our school by implementing Sean Covey's *The 7 Habits of Highly Effective Teens*, which provide a foundation for personal and social growth for our students. A freshman curriculum of structured lessons is systematically presented in a classroom setting. Students were provided with instruction and activities to address self-image, friendships, peer pressure, goal setting, and communication skills, to be successful young adults. Arroyo Valley High School aligned with the American School Counselor Association (ASCA) in order to meet and address the needs of our student's well-being. The results of a recent survey of freshmen trained in *The 7 Habits* suggested that most freshmen students acquire the attitudes, knowledge and interpersonal skills to help them understand and respect themselves and others. In this example, 86% of respondents agreed or strongly agreed with the statement, "I care about the well-being of others." The results also indicated that most freshmen students make decisions, set goals and take necessary action to achieve goals on a daily basis.

Freshmen trained in *The 7 Habits of Highly Effective Teens*: "I care about the well-being of others."

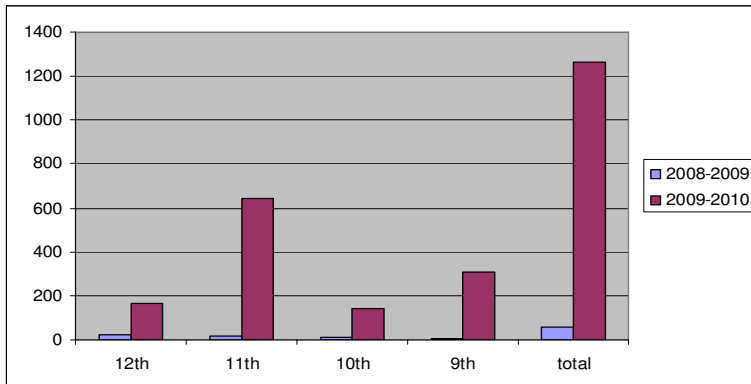


### Career Domain

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

**Standard C:** Students will understand the relationship between personal qualities, education and training, and the world of work.

Number of students completing Kuder Skills Assessment



The Arroyo Valley High School counselors have been collaborating with our career center to schedule time for more students to begin using the *Kuder Career Planning System*, now in its second year of implementation on our campus. This online system helps students discover their career interests, skills, work values and explore career and education options. With the cooperation of their English or social studies teachers, students were assigned a specific time in the career center to complete the *Kuder Skills Assessment*. Once in the system, students may continue to explore Kuder's resources from any Internet-connected computer. The graph demonstrates the number of students who completed the *Kuder Skills Assessment* during the 2008-2009 school year compared to the 2009-2010 school year. These numbers indicate that we are helping more students begin building a usable plan for achieving their career goals.

## Community Partnerships/Resources

Arroyo Valley High School values our relationship with our community partners. Our partnerships, in accordance with the ASCA National Standards, provide education, career and interpersonal assistance that support the development of the student. For example, freshmen students get assistance to stay in school and character building skills from the FAME Program. For bullying, truancy, gang involvement, drug and alcohol assistance, students and parents are referred to the Youth Justice Center. Our School Site Council (SSC) brings together parents, teachers, students, school staff and community to identify common goals and work as a team with the school leadership team to establish a plan to achieve these goals.

### Academic Domain

- Community homework centers
- California High School Exit Exam (CAHSEE) Workshops
- SAT workshops
- San Bernardino Adult School
- Cal State San Bernardino Upward Bound
- UC Berkeley's Destination: College
- International Baccalaureate

### Career Domain

- Kuder Career Planning System
- Local college fairs
- College representatives, local and nationwide
- ASTERISK summer work experience
- Regional Occupational Program
- Teaching Academy partnership with Rio Vista Elementary

### Personal/Social Domain

- San Bernardino Police Department
- School Attendance Review Board
- School psychologist
- Counseling interns
- Community outreach worker
- San Bernardino County Children and Family Services
- Children's Crisis Response Team

Of utmost importance to our students, in addition to being able to interact with successful mentors in a field that they are aspiring to, is involvement of parents in their educational process. In addition to our School Site Council, our campus has several effective volunteer organizations including the English Learners Advisory Committee (ELAC), African American Parent Advisory Council (AAPAC) and the Parent Institute for Quality Education (PIQE). For further information on becoming involved at Arroyo valley High School, please contact Anita Burten by phone at 909-381-4295 or by email at [anita.burten@sbcusd.com](mailto:anita.burten@sbcusd.com).