

2010 SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD

A Continuous Improvement Document Sponsored by the
California Career Resource Network and Los Angeles County Office of Education

Placerita Junior High School
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www.hartdistrict.org/placerita



William S. Hart Union High School District
August 13, 2009 — June 3, 2010
7th and 8th Grades
Enrollment: 955
Principal: Mike Kuhlman

PRINCIPAL'S MESSAGE

Our accomplished and caring student support personnel are implementing the National Standards for School Counseling at Placerita Junior High. As their principal, I am in full support of their efforts, which have far exceeded my expectations. Our "Diamond Best in the West" team successfully collaborates with the teaching and administrative staff to effectively meet the needs of our students. Through school-wide leadership and by addressing the academic, career, and personal/social needs of our students, they play a vital role in enhancing our students' academic success, our positive school climate, and our safe campus atmosphere. Counselors regularly visit classrooms to provide guidance lessons. They are skilled at crisis intervention and offer critical support to students and families in need, making home visits when appropriate. They have fulfilled AB1802 requirements by meeting individually with families of at-risk students to review academic, attendance, and behavior records in order to create academic plans. As advocates for student success, they help students resolve conflicts, develop academic skills, and plan for high school, college, and career. The counselors regularly report to and get advice from School Site Council, who approves this S.P.A.R.C. as part of the School Improvement Plan.

This year, the counselors focused on ensuring that all ethnic groups were represented in all campus activities by making sure there was an ethnic balance in our Association Student Body Government, Safe School Ambassadors, Solving Together Our Problems, Kid Flix, and in our representation at the City Youth Summit. They also brought more recognition of student achievement to the campus by recognizing 4.0 students each quarter, and assisting with our *Character Counts* Students of the Month program and our annual "Take it to the Next Level" ceremony. Next year, they would like to increase classroom presentations, specifically Teen Suicide Prevention, and offer additional parent education programs.

STUDENT SUPPORT PERSONNEL TEAM

Support Team	Job Description	Years	Degrees and Credentials	Certificates	Bilingual
Jody Liss-Monteleone	Head Counselor A-I, Professional Development Team Member	36	Bachelor of Arts, two Master of Arts, Secondary Teaching, Reading Specialist, Pupil Personnel Services, Administrative	Clinical Supervision, Program Quality Review Training, Gifted and Talented Education, College Counseling	
Susan Villasenor	Counselor J-R	12	Bachelor of Science, Master of Science, PPS	Crisis and Suicide Response, Self-Mutilation, Gang Prevention	Spanish
Christina Noriega-Silvas	Counselor S-Z and English Language Learners, Intervention Coordinator	13	BA, PPS	Bilingual California Language Acquisition Development, Crisis Counseling	Spanish Italian
Meghan Lewis	School Psychologist	2	BS, MS, Pupil Personnel Services/School Psychology	Board Certified Behavior Analyst	Spanish
Deana Eldridge	Speech and Language Pathologist	11	BS, MS, Clinical or Rehabilitative Services		
Sonia Martinez	Health Assistant	9	Associate of Arts		Spanish
Laurie Maynard	Registrar	16			
Wendy Picone	Counseling Secretary	10			
Kathy Reid	Attendance Secretary	9			

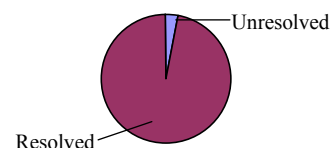
All certificated team members are appropriately credentialed and meet No Child Left Behind guidelines for highly qualified staff. Professional organizations of the above team members include California Association of School Counselors, California Association of School Psychologists, American School Counselor Association, California Association of Behavior Analysts, American Speech-Language-Hearing Association, California Teachers Association, National Education Association, and California School Employees Association. Although the counselors design, coordinate, implement, and evaluate the student support system in an ongoing process, the collaboration with the rest of the support team is invaluable. Two part-time on-site therapists from the Child and Family Center are available for referrals. Because of the support and assistance from the entire Placerita staff, counselors are able to provide a wide range of student support services, delivered in an equitable manner, that positively impact all students' academic, career, and personal/social development.

SCHOOL CLIMATE AND SAFETY

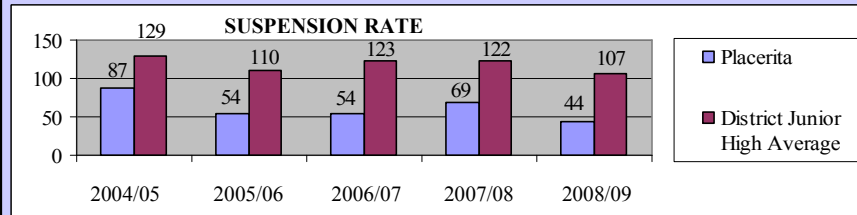
The School Support Personnel Team facilitates activities that contribute to a positive school climate and school safety. These activities are a vital component of the *School Safety Plan* reviewed and approved by the School Safety Committee, School Site Council, and adopted by the district's Board of Education.

- Counselors facilitate a school-wide program during *National No Name-Calling Week* and help facilitate *Mix It Up Day*.
- Counselors provide leadership in *Character Counts* and they train and supervise *Safe School Ambassadors*.
- Counselors select and train 8th graders to participate in *Solving Together Our Problems (S.T.O.P.)*, our outstanding peer mediation/education program. S.T.O.P. members make interactive presentations regarding conflict resolution, tolerance, and communication skills to all 7th grade classes. Our goal is for students to acquire the attitudes and skills to help them understand and respect themselves and others. Of the past 32 conflicts, 31 were resolved successfully through peer mediation. *S.T.O.P.* has greatly contributed to a decrease in conflicts on our campus.

CONFLICT MEDIATIONS BY S.T.O.P.



- Five campus supervisors regularly bring students in conflict to the counselors, which prevents fights. This leads to an annual number of Placerita suspensions that is consistently lower than the district average of its six junior highs.

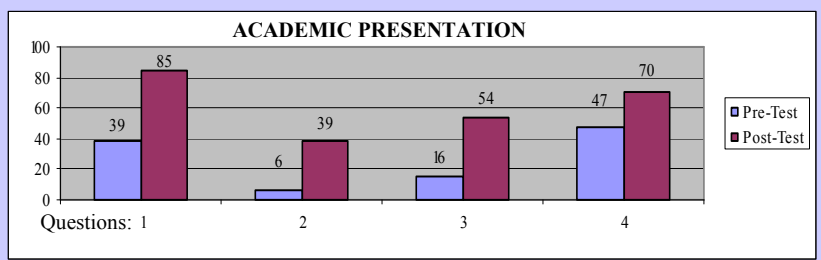


STUDENT RESULTS

The team collects and analyzes data because it is important to utilize student results related to the national standards.

ACADEMIC STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

The Student Support Team refers at-risk students to academic intervention programs during the day, after school, and on Saturdays, which contributes to our high Academic Performance Index (API) of 873 and promotion rate of 97%.



Year	2004	2005	2006	2007	2008	2009
API	783	797	800	840	849	873

Year	2004	2005	2006	2007	2008	2009
Promotion Rate	95%	95%	94%	95%	96%	97%

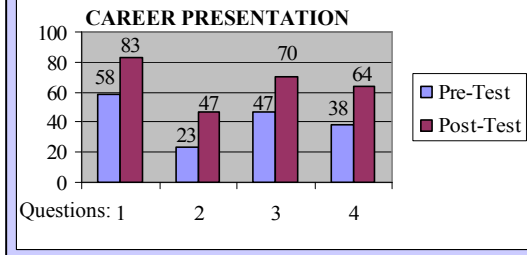
Counselors presented a *Powerpoint* program on academics, in English and Spanish, to all 7th graders and most parents.

- 85% of the students knew how many credits they needed to promote compared to 39% on the pretest.
- 39% of the students knew what Standardized Testing and Reporting (STAR) score they needed for proficiency compared to 6% on the pretest.
- 54% of the students knew what subjects the High School Exit Exam tested compared to 16% on the pretest.
- 70% of the students knew the importance of their grade point average compared to 47% on the pretest.

CAREER 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.

Counselors presented a *Powerpoint* program on careers to all 7th graders.

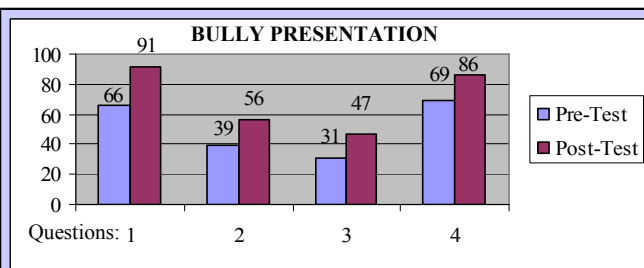
- 83% of students correctly labeled Career Technical Education compared to 58% on the pretest.
- 47% of students correctly labeled Regional Occupational Program compared to 23% on the pretest.
- 70% of students correctly identified behaviors to help find a career compared to 47% on the pretest.
- 64% of students correctly identified their required password to www.bridges.com compared to 38% on the pretest.



PERSONAL/SOCIAL STANDARD A: Students will acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.

- Strong counselor involvement with tardies, attendance, and independent study has produced a high average daily attendance rate of 96.96%. Letters in English and Spanish are sent home every five absences; counselors meet with students, phone home, and make referrals to the School Attendance Review Board (SARB) when appropriate.
- Counselors discussed *Bully-Free Living for Middle School Students* with 7th graders and a *No Name Calling* video with 8th graders. After the 7th grade presentation:

- 91% of students correctly stated that bullies need supporters compared to 66% on the pretest.
- 56% of students correctly identified one of the three major forms of bullying as compared to 39% on the pretest.
- 47% of students correctly identified a key facet of bullying as compared to 31% on the pretest.
- 86% of students correctly identified the bullying triangle as compared to 69% on the pretest.



COMMUNITY PARTNERSHIPS/RESOURCES

Community partners/resources enhance the quality and effectiveness of the student support program in the following ways:

ACADEMIC: 1. RG Productions pays for our student planners, which are essential to our students' academic success.

2. The Community Center and Boys and Girls Club provide homework assistance and tutoring.

CAREER: 3. The Castaic Lake Water Agency provides tours to give students a wider perspective of careers.

4. The School and Business Alliance offers career information and job shadowing opportunities.

5. Field trips sponsored by College of the Canyons expose students to the college culture.

PERSONAL/ 6. The Santa Clarita Valley Child and Family Center provides on and off-site individual and group therapy.

SOCIAL: 7. The Santa Clarita Valley Youth Project provides on-site counseling groups and classroom presentations.

8. The Chamber of Commerce has funded numerous grants to purchase parent support education materials.

9. The City of Santa Clarita financially sponsors programs such as *S.T.O.P.*, *Active Parenting of Teens*, *Youth Summit*, *Action*, *Teens Unplugged*, and *Vital Intervention and Directional Alternatives*.

Volunteer parents coordinate a high school panel, which gives students and parents information about high school.

Volunteer parents patrol school during brunch and lunch, helping to maintain a positive school climate and school safety.

Volunteer parents publish our newsletter and make personal phone calls to invite other parents to student support programs.

We strongly welcome parental involvement in all student support programs. For more information or to become involved, please call Head Counselor Jody Liss-Monteleone at (661) 259-1551 or email her at jam@hartdistrict.org.