

2011 SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD

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

Placerita Junior High School
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William S. Hart Union High School District
August 12, 2010 — May 26, 2011
7th and 8th Grades
Enrollment: 1043
Principal: Mike Kuhlman

PRINCIPAL'S MESSAGE

Our accomplished and caring student support personnel have implemented 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. School Site Council approves the Support Personnel Accountability Report Card as part of the School Improvement Plan.

This year, the school faced severe challenges with decreased staffing, funds, and school days. The counseling staff confronted doubled numbers of homeless students, school phobics, grieving students, and students in crisis. Counselors made their usual classroom presentations and organized a Career Day, but were unable to do a presentation on Teen Suicide because teachers were reluctant to give up additional class time. A community volunteer offered the *Active Parenting of Teens* program to our parents.

Next year, the counselors would like to collaborate with Physical Education to do presentations on Teen Suicide Prevention. Counselors also plan to offer an activities-based student support group for at-risk 7th graders.

STUDENT SUPPORT PERSONNEL TEAM

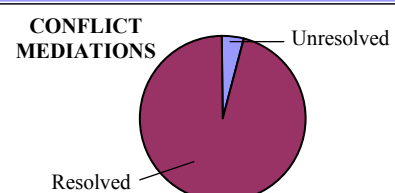
Support Team	Job Description	Years	Degrees and Credentials	Certificates	Bilingual
Jody Liss-Montealeone	Head Counselor A-I	37	Bachelor of Arts, two Master of Arts, Secondary Teaching, Reading Specialist, Pupil Personnel Services, Administrative	Clinical Supervision, Program Quality Review Training, Gifted and Talented Education, College Counseling	
Susan Villaseñor	Counselor J-R	13	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	14	Bachelor of Arts, Pupil Personnel Services	Bilingual California Language Acquisition Development, Crisis Counseling	Spanish Italian
Denise Parsons	School Psychologist	4	BA, MS, Pupil Personnel Services/School Psychology	Behavior Intervention Case Manager	
Deana Eldridge	Speech and Language Pathologist	12	BS, MS, Clinical or Rehabilitative Services		
Sonia Martinez	Health Assistant	10	Bachelor of Science		Spanish
Laurie Maynard	Registrar	17			
Wendy Picone	Counseling Secretary	11			
Kathy Reid	Attendance Secretary	10			

All certificated team members are appropriately credentialed and meet No Child Left Behind guidelines for highly qualified staff. Professional organizations of team members include California Association of School Counselors, American School Counselor Association, 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, collaboration with the entire support team is invaluable. A part-time, on-site therapist from the Child and Family Center is available for referrals. With the support and assistance of the entire Placerita staff, counselors are able to deliver a wide range of student support services in an equitable manner. These support services positively impact students' academic, career, and personal/social development.

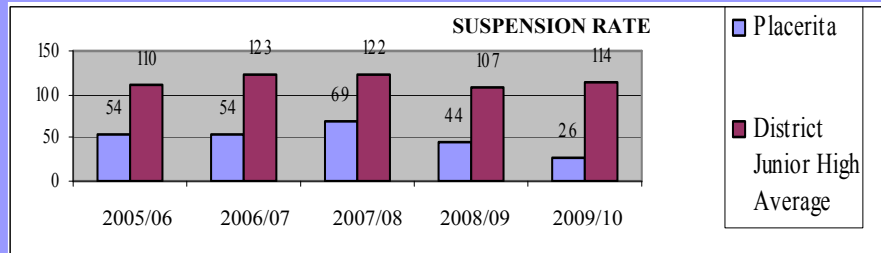
SCHOOL CLIMATE AND SAFETY

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 program. S.T.O.P. members learn conflict resolution, tolerance, and communication skills. S.T.O.P. and *Safe School Ambassadors* have greatly contributed to a decrease in conflicts on our campus. Of the past 65 conflicts mediated by school counselors and S.T.O.P. members, 62 were resolved successfully through mediation.



- Four 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.

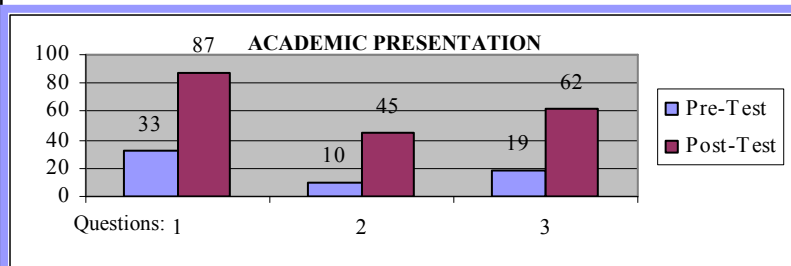


STUDENT RESULTS

The team collects and analyzes data because it is important to utilize student results related to ASCA 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 99%.



Year	2005	2006	2007	2008	2009	2010
API	797	800	840	849	873	873

Year	2005	2006	2007	2008	2009	2010
Promotion Rate	95%	94%	95%	96%	97%	99%

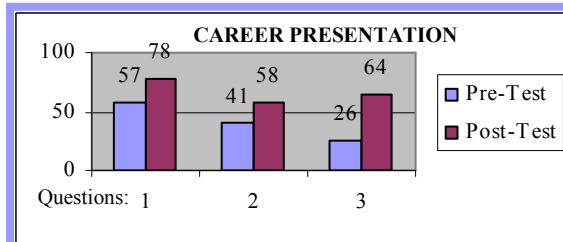
Counselors presented a *Powerpoint* program on academics, in English and Spanish, to all 7th graders and most parents.

- 87% of the students knew how many credits they needed to promote compared to 33% on the pretest.
- 45% of the students knew what Standardized Testing and Reporting (STAR) score they needed for proficiency compared to 10% on the pretest.
- 62% of the students knew what subjects the High School Exit Exam tested compared to 19% 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 made classroom presentations on careers to all 7th graders.

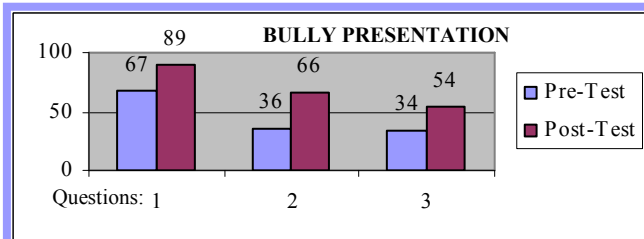
- 78% of students correctly connected self-knowledge to choosing a career compared to 57% on the pretest.
- 58% of students correctly labeled the Regional Occupational Program compared to 41% on the pretest.
- 64% of students correctly identified personality factors needed to help find a career compared to 26% 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 97.06%. 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 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:

- 89% of students correctly stated that bullies need supporters compared to 67% on the pretest.
- 66% of students correctly identified one of the three major forms of bullying as compared to 36% on the pretest.
- 54% of students correctly identified a key facet of bullying as compared to 34% on the pretest.



COMMUNITY PARTNERSHIPS/RESOURCES

Community partners/resources enhance the quality and effectiveness of the student support program by providing learning experiences, tools for success, and personal assistance. Community partners include the following:

ACADEMIC: 1. Our Foundation funds field trips and instructional equipment essential for students' academic success.
2. The Community Center and Boys and Girls Club provide homework assistance and tutoring.

CAREER: 3. Forty community members give classroom presentations giving students a wider perspective of careers.
4. The School and Business Alliance offers career information and a career exploration website.
5. Field trips sponsored by College of the Canyons expose students to the college culture.

PERSONAL/SOCIAL: 6. The Santa Clarita Valley Child and Family Center provides on and off-site individual and group therapy.
7. The Santa Clarita Valley Youth Project provides on-site counseling groups and campus activities.
8. 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 Jody Liss-Monteleone, Head Counselor, at (661) 259-1551 or email her at jamonteleone@hartdistrict.org.