

# 2009 SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD

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California Department of Education and Los Angeles County Office of Education

**Placerita Junior High School**  
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**William S. Hart Union High School District**  
August 14, 2008 — June 4, 2009  
7th and 8th Grades  
Enrollment: 1027  
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 “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.

Last year, the counselors focused on decreasing name-calling and raising student achievement. They surveyed students, presented different bullying programs to each grade level, and led discussions in small groups. Their work in this area has improved our campus climate. They also initiated more programs that helped raise student achievement. The counselors participate in monthly intervention team meetings and helped create a lunch-time “Mandatorial” program. Next year, they would like to focus on ensuring that all ethnic groups are represented in all campus activities and they are also proposing programs that will bring more cultural awareness and recognition of student achievement to the campus.

## STUDENT SUPPORT PERSONNEL TEAM

Support Team	Job Description	Years	Degrees and Credentials	Certificates	Bilingual
Jody Liss-Monteleone	Head Counselor A—I	35	Bachelor of Arts, Master of Arts, MA, 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	11	Bachelor of Science, Master of Science, PPS	Crisis & Suicide Response, Self-Mutilation, Gang Prevention	Spanish
Christina Noriega-Silvas	Counselor S-Z and English Language Learners	12	BA, PPS	Bilingual California Language Acquisition Development, Crisis Counseling	Spanish Italian
Wendy Mathis	Intervention Coordinator	5	BS, MS, Secondary Teaching	California Language Acquisition Development	
Meghan Lewis	School Psychologist	1	BS, MS, Pupil Personnel Services/School Psychology	Board Certified Behavior Analyst	Spanish
Deana Eldridge	Speech and Language Pathologist	10	BS, MS, Clinical or Rehabilitative Services		
Laurie Lux	Registrar	15			
Sonia Martinez	Health Assistant	8	Associate of Arts		Spanish
Wendy Picone	Counseling Secretary	10			
Kathy Reid	Attendance Secretary	9			

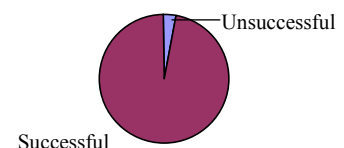
All certificated team members are appropriately credentialed and meet No Child Left Behind guidelines for highly qualified staff. Professional organizations of the above team members include California Association of School Counselors, California Association of School Psychologists, American School Counselor 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

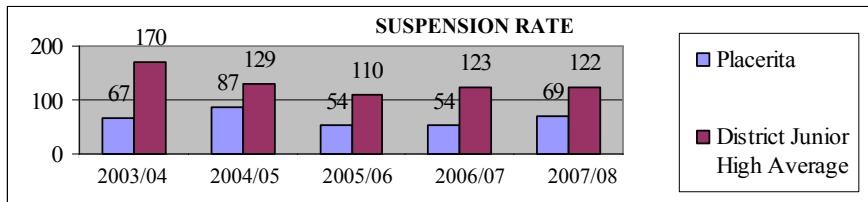
The School Support Personnel Team facilitates activities that contribute to a positive school climate and school safety. These activities are a vital component of the *School Safety Plan* reviewed and approved by the School Safety Committee, School Site Council, and adopted by the district’s Board of 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 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 28 conflicts, 27 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.

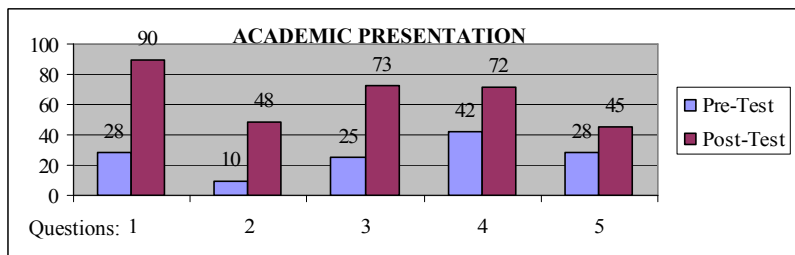


### STUDENT RESULTS

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, before and after school, and on Saturdays, which contributes to our high Academic Performance Index (API) of 849 and promotion rate of 96%.



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

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

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

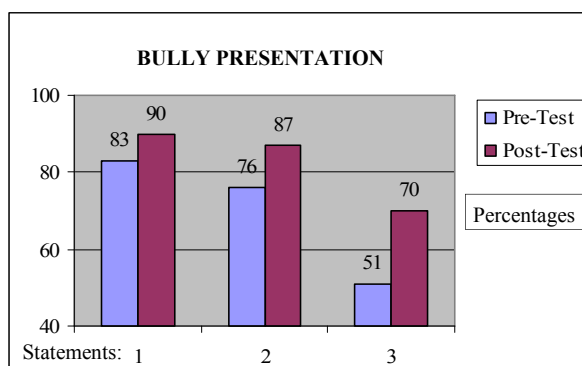
- 90% of the students knew how many credits they needed to promote compared to 28% on the Pre-Test.
- 48% of the students knew what Standardized Testing and Reporting (STAR) score they needed for proficiency compared to 10% on the Pre-Test.
- 73% of the students knew what subjects the High School Exit Exam tested compared to 25% on the Pre-Test.
- 72% of the students knew the importance of their grade point average compared to 42% on the Pre-Test.
- 45% of the students could correctly calculate a grade point average compared to 28% on the Pre-Test.

**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 96.77%. 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 discuss *Bully-Free Living for Middle School Students* with 7th graders and a *No Name Calling* video with 8th graders. The graph shows that, through the use of *Turning Point Technology* used in the presentation, 7th graders responded positively to the following statements:

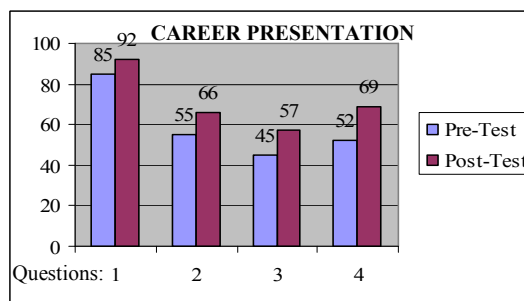
- "Bullies often need friends to support them."
- "A little bullying is OK."
- "Someone else getting bullied is none of my business"



**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, who completed pre and post-tests.

- "When considering a future job, I believe that it is a good idea to talk to someone who is in that career. (85% increased to 92%.)"
- I believe there is a link between my favorite subject and my future career choice. (55% increased to 66%.)
- Prior to the program, 45% of the students knew the purpose of *Career Cruising* compared to 57% after.
- Prior to the program, 52% of the students knew what R.O.P. (Regional Occupational Program) stood for compared to 69% after.



### COMMUNITY PARTNERSHIPS/RESOURCES

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

**ACADEMIC:** 1. Frontier Toyota pays for our student planners, which are essential to our students' academic success.

2. The Community Center and Boys and Girls Club provides 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 the University of California at Los Angeles, the University of Southern California, and College of the Canyons expose students to the college culture.

**PERSONAL/**

6. The Santa Clarita Valley Child and Family Center provides on-site and off-site therapy and groups.

**SOCIAL:**

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

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 Head Counselor Jody Liss-Monteleone at (661) 259-1551 or email her at jam@hartdistrict.org.