

SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD

A continuous improvement document sponsored by the California Department of Education
and Los Angeles County Office of Education
2009

Brookhurst Junior High School

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Principal: Russ Earnest ▪ District: Anaheim Union High School District

Grade Level: 7, 8 ▪ School Year: Traditional ▪ Enrollment: 1264



PRINCIPAL'S MESSAGE

The Brookhurst Junior High School (BJHS) Student Support Personnel Team (SSPT) offers a guidance and counseling program driven by the American School Counselor Association (ASCA) National Standards for School Counseling, which supports our students' academic, career, personal and social development. As principal of a diverse student body, I am proud to give my support for the implementation of the ASCA National Standards and the SSPT. Our SSPT plays a vital role in working collaboratively with teachers, parents, and students to establish and promote high expectations that advance rigorous learning, character development, and productive citizenship for all of our students. Additionally, our team plays an integral role in maintaining school safety and ensuring our school has an atmosphere where learning takes place and students experience academic success.

The Brookhurst Counseling Department is in its third year of Assembly Bill 1802 (AB1802) implementation. Through the passage of AB1802 three years ago, we have an additional counselor at our school site. With three counselors at our school there has been a reduction in counselor to student ratio, which has allowed counselors to have more time to meet with students and provide guidance lessons for all students within the classroom. Being able to meet with students and parents individually to review academic performance is integral to the success of our student support services program.

Our SSPT is committed to continuous improvement of our program and its alignment with our School Improvement Plan. The information found on our Support Personnel Accountability Report Card (SPARC) will be incorporated in our School Improvement Plan. Our two focus areas for improvement last year were the modification of our Guidance Curriculum and Intentional Guidance Units and the implementation of a school-wide homework support program entitled "Zeroes Aren't Permitted (ZAP)." I am happy to report that we have experienced success in these two areas. Results data collected from the Study Skills guidance unit showed that students were overwhelmed and confused by all the information that was presented. With this knowledge, the counselors were able to focus on three key points for their guidance lessons this year. The ZAP program allows students to complete homework during lunch. Students are referred to the ZAP program by their teachers on a weekly basis. Teachers who have used the ZAP program have reported that students are turning in more homework and overall the students' grades are better. By reviewing results data from our students, teachers, parents, and through data collection for the SPARC, the SSPT has identified the following areas for improvement for this year: implementation of student support groups based on need and modifying the school-wide tardy program entitled Safe Transitions and Reduced Tardies (START).

STUDENT SUPPORT PERSONNEL TEAM

The BJHS SSPT is made up of 22 individuals with over 279 years of experience working with parents, teachers and related staff to serve the Brookhurst community.

School counselors, in collaboration with the SSPT, work collaboratively to design, coordinate, implement, and evaluate a student support team that serves all students. The counselors, in a leadership role, coordinate the following programs with the SSPT:

- * Individual Education Plans (IEP)
- * Student Success Teams (SST)
- * Section 504 Accommodation Plans
- * At-risk Counseling
- * Individual Counseling
- * Guidance Curriculum Lessons
- * Intentional Guidance Lessons
- * Student Recognition Programs: Spartans of Character, Renaissance, and Student of the Month
- * English Learner Monitoring
- * Student Support Plans
- * AB1802 Supplemental Counseling Program
- * 6th and 7th Grade Registration
- * School Attendance Review Board (SARB)
- * Gifted and Talented Education (GATE)
- * Advancement Via Individual Determination (AVID)
- * Homework Lab
- * Mastery of Skills Classes
- * Response to Intervention (RTI)
- * Community Programs: Tiger Woods Learning Center (TWLC), Anaheim Achieves, and Supplemental Education Services (SES)

One hundred percent of our team are members of professional organizations, such as American School Counselor Association (ASCA), California Association of School Counselors (CASC), Anaheim Personnel and Guidance Association, Association of California Administrators, and Association of Supervision and Curriculum Development. In addition, all certificated team members hold the appropriate credentials that meet No Child Left Behind guidelines.

Our SSPT participates in various professional development workshops and conferences throughout the school year to keep current regarding trends and best practices which will assist our students.

TEAM MEMBER, EDUCATION, AND CREDENTIALS	YEARS OF EXPERIENCE
Principal - Bachelor's, Master's, Administrative Services and Single Subject Teaching Credentials	16
2 Assistant Principals - Both Assistant Principals have Bachelor's and Master's degrees as well as Administrative Services and Single Subject Teaching Credentials. One Assistant Principal has a Juris Doctorate	40
3 Full-time Counselors All counselors have Bachelor's and Master's degrees as well as the Pupil Personnel Services Credential in School Counseling. Other credentials held are Secondary Teaching and Single Subject Teaching Credential.	56
School Psychologist - Master's, Pupil Personnel Services Credential in School Psychology	12
Speech Pathologist - Bachelor's, Master's and Clinical Rehabilitation Service Credential	22
School Nurse - Bachelor's, Public Health Nursing and School Nurse Credential	12
Health Technician - Some college education	16
Counseling Technician - Some college education	4
Registrar, 2 Office and 2 Attendance Clerks - Our registrar has a Bachelor's degree. All of our office and attendance clerks have high school diplomas and some college education.	68
Community Liaison - Some college education, Bilingual Spanish Authorization	4
Library Technician - Some college education	13
Social Worker Intern, Straight-Talk Counselor - Both have Bachelor's degrees. One has a Master's and the other has an anticipated Master's in December 2009.	2
2 Response to Intervention Teachers - Both have Bachelor's degrees and Single Subject Teaching Credentials.	14

SCHOOL CLIMATE AND SAFETY

Our SSPT believes that school climate and safety are essential components for student learning and academic success. Therefore, our faculty and staff at Brookhurst Junior High School work hard to provide an atmosphere where students and staff feel safe, supported, and connected within the school community. Our SSPT plays a vital role in the leadership of updating the School Safety Plan that has been reviewed by the School Safety Committee and adopted by the District Board of Education. Members of the SSPT meet monthly with members of the School Safety Committee to review our School Safety Plan.

SCHOOL CLIMATE AND SAFETY CONTINUED

Every quarter our team holds a “Renaissance Assembly” to recognize students who are doing well academically and behaviorally. Also, our SSPT leads a school-wide Character Development program, entitled “Spartans of Character”. The goal of this program is to help students become respectful and responsible citizens. Students are encouraged to incorporate good character traits into their everyday lives at Brookhurst, home, and in the community. Our SSPT is continuing to provide a college-going culture with our AVID program. Every Friday students and staff are encouraged to wear college shirts. All students are taught to use the Cornell note-taking method in their classes. In addition to these programs, this year our SSPT implemented Safe and Civil Schools’ START program. Faculty and staff are in the hallways and in front of their classroom doors welcoming students and encouraging them to get to class on time. A result of the implementation of these programs is that 66% of our student population feel safe at school as shown in Figure 1.

Our SSPT provides students with numerous school activities. Over half of our student population participates in activities such as, Tiger Woods Learning Center, Club Live, After School Sports, Newcomer’s Club, Student Government, Choir, Drama, Band, and Academic Pentathlon. These activities, along with services that our SSPT provides, such as individual counseling, AB1802 conferences, and positive school activities contribute to steady attendance rates over the last four years as shown in Figure 2.

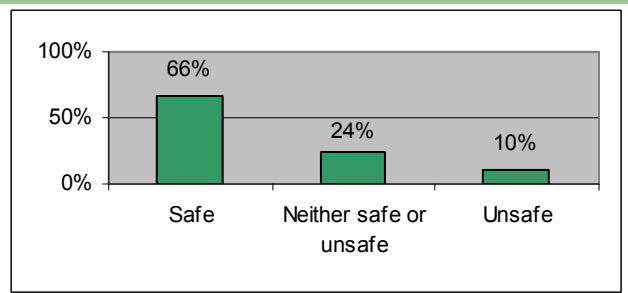


Figure 1: Perceived Safety of School

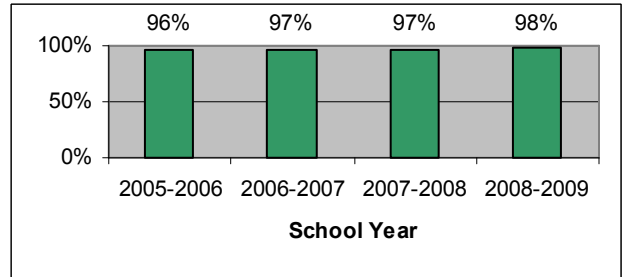


Figure 2: Average Attendance Rates

STUDENT RESULTS

Our counseling program is aligned to the National Standards for School Counseling. Last year, the Counseling Department used the National Standards to develop Guidance Curriculum for all students. Results data were collected and analyzed from these guidance lessons. The results were used to improve Guidance Curriculum and develop new curriculum to help all students become more successful in their academic, career, and personal/social development. Data collection is a critical component of our program because it is used to evaluate the effectiveness of the programs we provide and to make necessary improvements.

Academic Domain:

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

The Counseling Department taught lessons from the Student Success Skills (SSS) program to fifty 7th grade students who earned below a 2.10 grade point average for their first quarter grades. The counselors met with these students after school, once a week for six weeks. Skills that the students learned were goal setting, progress monitoring, memory skills, managing test anxiety, and healthy optimism. Figure 3 shows that these students gained knowledge about themselves from this program. Based on student survey results, 100% of the students know that they have the skills for academic success and also understand that making mistakes is essential to learning. Ninety-five percent of the students understand that goal-setting leads to academic success.

Standard B - Students will employ strategies to achieve future career goals with success and satisfaction.

Last school year, AVID students piloted the web-based program, Naviance, which allowed them to take a career interest inventory using John Hollands’ Personality types. Students then researched careers based on their personality types. This school year counselors provided school-wide career-planning using Naviance. Counselors also taught students how to search for careers through other internet websites. Figure 4 shows that student usage of the internet for career-planning increased from 0% to 16% to 99% over the last three years.

Personal/Social Domain:

Standard C - Students will understand safety and survival skills.

The SSPT, faculty, staff, and Parent Teacher Student Association designed and organized a 7th grade Orientation Day. Seventh grade students started the school year a day early. They were provided the opportunity to meet their teachers and other students, learn about school-wide programs, and school rules. Based on surveys of the 7th grade students, 71% felt less anxious about starting junior high school, 80% were able to identify school resources, and 90% were able to make new friends as a result of the knowledge, skills, and strategies obtained after participating in the 7th grade Orientation Day.

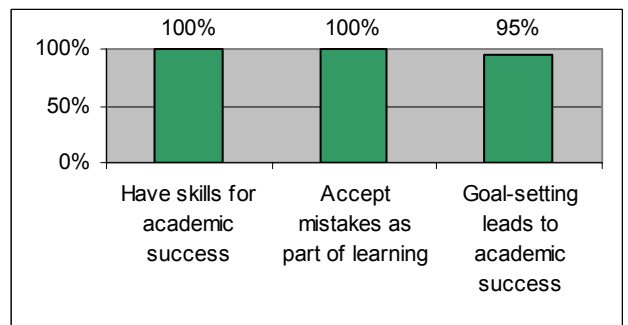


Figure 3: Student Success Skills Survey Results

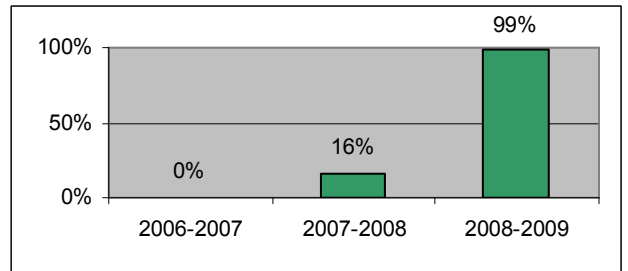


Figure 4: Student usage of internet for Career-Planning

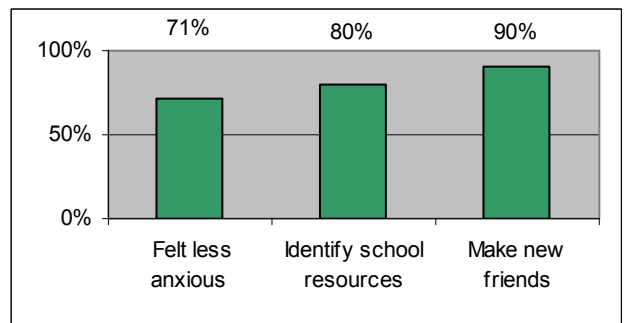


Figure 5: 7th Grade Orientation Day Results

COMMUNITY PARTNERSHIPS/RESOURCES

Our community partnerships/resources play an integral role in student achievement at our school. Our partnerships, in collaboration with the SSPT, enhance the quality and effectiveness of our student support program by providing after-school activities, counseling resources, and mentorships for our students. For example, our Project Support Anaheim’s Youth (SAY) mentor meets with at-risk students, and with parent permission, connects the students to positive extra-curricular activities.

ACADEMIC DOMAIN

- * Supplemental Educational Services - Tutoring services provided by private companies
- * Anaheim Achieves - After-school program that provides homework help and a safe after-school environment

CAREER DOMAIN

- * Health Academy at Savanna High School - Students and a program coordinator at our feeder high school make visits to present information on health careers
- * Anaheim Police Explorers - Program teaching adolescents about careers in law enforcement

PERSONAL/SOCIAL DOMAIN

- * Project SAY - A city sponsored program that uses outreach, recreation, socialization, education, and individualized personal guidance to engage youth in positive and constructive activities
- * Straight Talk - Individual counseling for students
- * Social Worker Intern - Individual counseling for students

There are several parent and volunteer opportunities related to student support services. Some of these include chaperoning dances and fieldtrips, tutoring in after-school homework lab, proctoring school-wide testing, and giving career demonstrations. We encourage parents and community members to volunteer on our Parent Teacher Student Association, School Site Council, or English Language Advisory Committee. To become a volunteer for any of the mentioned committees, please contact: Mr. Russ Earnest, Principal, or Mrs. Martha Trujillo, Bilingual Community Liaison, at (714) 999-3613 or via e-mail at earnest_r@auhsd.us or trujillo_m@auhsd.us.