

SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD

A continuous improvement document sponsored by the California Department of Education
and Los Angeles County Office of Education
2008

Brookhurst Junior High School

601 North Brookhurst Street, Anaheim, CA 92801

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

Grade Level: 7, 8 ▪ School Year: Traditional ▪ Enrollment: 1346



PRINCIPAL'S COMMENTS

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 Programs, 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 SSPT. Our SSPT works 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 a welcoming atmosphere where learning takes place. Brookhurst's Counseling Department is in its second year of Assembly Bill 1802 (AB 1802) implementation. Through the passage of AB1802, our counselor numbers increased from 2 counselors to 3.5 counselors. Brookhurst's counselor to student ratio decreased from 673:1 to 448:1 since the last school year, which has allowed counselors more time to meet with students and provide guidance lessons for all students within the classroom.

STUDENT SUPPORT PERSONNEL TEAM

The BJHS SSPT is made up of 22 individuals with over 271 years of experience working with parents, teachers and related staff to serve the Brookhurst community.

This year our SSPT added a member with the addition of a Response to Intervention (RTI) teacher to help our students who are not proficient on the California Standards Test (CST) in math.

TEAM MEMBER, EDUCATION, AND CREDENTIALS	YEARS OF EXPERIENCE
Principal - Bachelor's, Master's, Administrative Services and Single Subject Teaching Credential	15
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	38
3 Full-time Counselors and 1 Part-time Counselor - 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.	64
School Psychologist - Master's, Pupil Personnel Services Credential in School Psychology	11
Speech Pathologist - Bachelor's, Master's and Clinical Rehabilitation Service Credential	21
School Nurse - Bachelor's, Public Health Nursing and School Nurse Credential	11
Health Technician - Some college education	15
Counseling Technician - Some college education	3
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.	63
Community Liaison - Some college education, Bilingual Spanish Authorization	3
Library Technician - Some college education	12
Social Worker Intern, Straight-Talk Counselor - Both have Bachelor's degree. One has a Master's and the other has an anticipated Master's in December 2008.	2
Response to Intervention (RTI) Teacher - Bachelor's Degree, anticipated Master's, Single Subject Teaching Credential	13

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)
- * 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)
- * Mathematics Engineering Science Achievement (MESA)
- * Advancement Via Individual Determination (AVID)
- * Homework Lab
- * Community Programs: Tiger Woods Learning Center (TWLC) and Supplemental Education Services (SES)

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. One hundred percent of our team are members of professional organizations, such as American School Counselor Association, California Association of School Counselors (CASC), Anaheim Personnel and Guidance Association, Association of California Administrators, and Association of Supervision and Curriculum Development.

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.

Every quarter our team holds “Renaissance Assemblies” to recognize students who are doing well academically and behaviorally in their classes. 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. In addition to these programs, this year our SSPT is promoting a college-going culture with the school theme of “College Bound Future Found” and with the growth of our AVID program. Every Friday students and staff are encouraged to wear college shirts. Also, all students were taught and use the Cornell Note taking method in their classes.

The various programs and services that our SSPT provides, such as individual counseling, AB1802 conferences, and positive school activities contribute to our attendance rates remaining steady over the last three years as shown on Figure 1.

Over half of our student population participate in school activities. Some of the activities include: Tiger Woods Learning Center, Club Live, After School Sports, Builder’s Club, Future Homemakers of America (FHA), Newcomer’s Club, Choir, Drama, Band, and Academic Pentathlon. Figure 2 shows the percentage of students participating in each of the activities that we provide. These activities, along with our caring SSPT and staff, contribute to a positive school climate where students are academically successful.

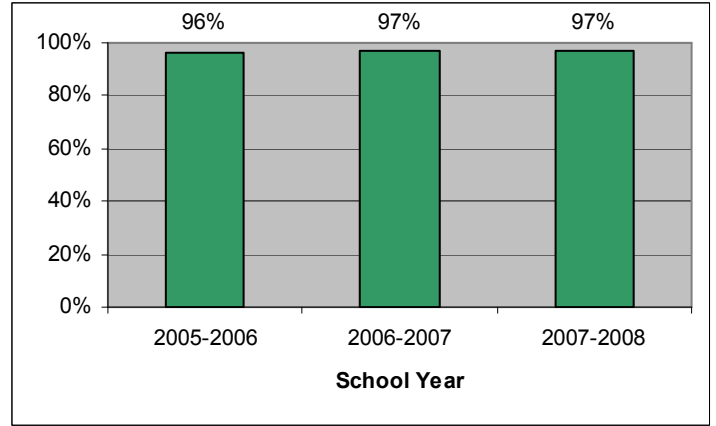


Figure 1: Average Attendance Rates

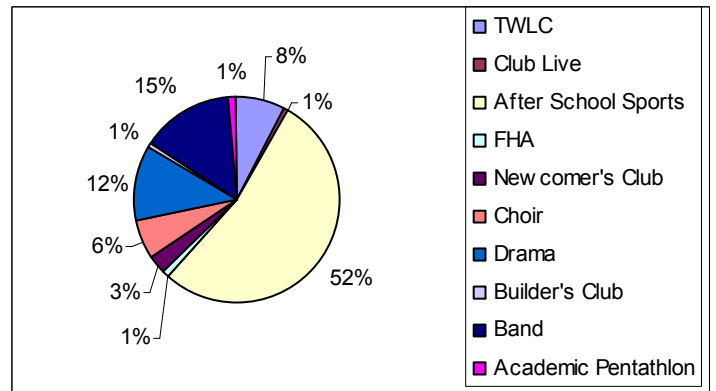


Figure 2: Student Participation in School Activities

STUDENT RESULTS

Our counseling program is aligned to the National Standards for School Counseling. Using the National Standards, the Counseling Department developed a Guidance Curriculum to help all students become more successful in their academic, career, and personal/social development.

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 presented a lesson on organization, study skills and learning styles to all students at the beginning of the school year. Students were taught the importance of using a student planner, various study skills, how to create an organized

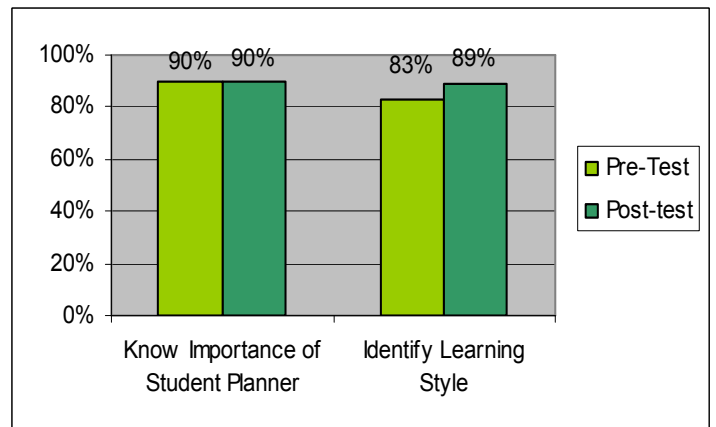


Figure 3: Study Skills Lesson Pre and Post-Test

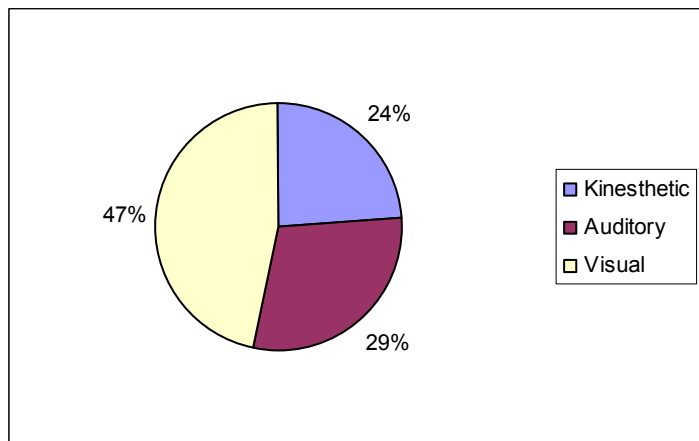


Figure 4: School-wide Learning Style Percentages

notebook, and how to identify their learning styles through a learning styles inventory. Students had to take a pre and post-test on their attitudes, skills, and knowledge about organization, study skills, and learning styles. Figure 3 shows some results of our pre and post-test. Before our lesson 90% of our students knew the importance of using a student planner. After our lesson 90% of students still know the importance of using a student planner. Before our lesson 83% of our students were able to identify their learning style. After our lesson 89% of our students identified their learning style. The result of our students identifying their learning styles is shown in Figure 4. Forty-seven (47) percent of our school population are visual learners, 29% are auditory learners, and 24% are kinesthetic learners.

STUDENT RESULTS CONTINUED

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

The Counseling Department helped increase career awareness school-wide by presenting guidance lessons entitled "Career Awareness and Interest Inventory" to all students in the month of December 2007. The counselors presented the career lesson in every history classroom. Students received information on the various pathways to their future careers. They also took the *Pathways to the World of Careers Interest Survey*. The percentage of students who have knowledge of their future career pathway increased from 5% last year to 99% this school year as shown in Figure 5.

Personal/Social Domain:

Standard A—Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Seventh grade students who had below a 2.10 first quarter grade point average (GPA) were invited to attend the Academic Success Program held by the counselors. Students attended the class once a week after school for six consecutive weeks. The students who participated were taught lessons on study skills, importance of GPA, motivation, and goal setting. At the beginning and end of the intentional guidance unit, students who attended all classes took a survey to evaluate their strengths and weaknesses in various study areas, such as organization, communication, note-taking, and stress management. Figure 6 shows that students gained knowledge in communicating with teachers and students. They also gained confidence in their ability to be successful in school.

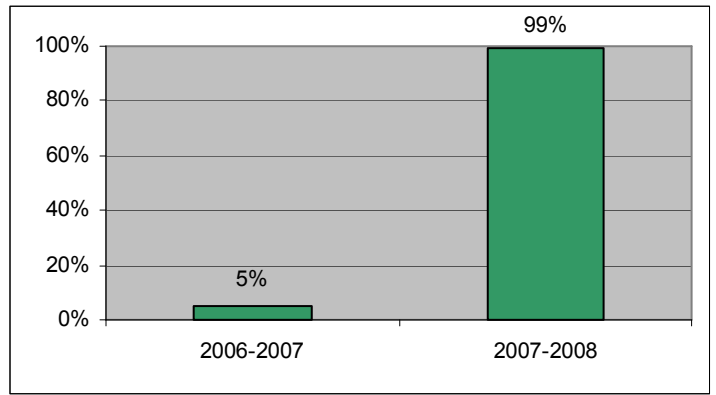


Figure 5: Student Career Awareness

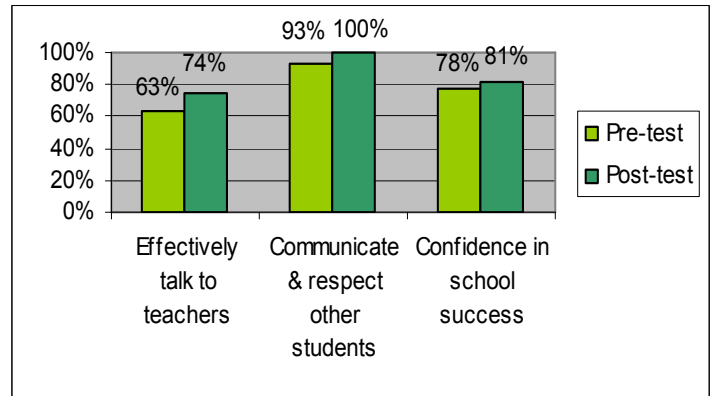


Figure 6: Academic Success Program Pre and Post-Test

MAJOR ACHIEVEMENTS

The Student Support Personnel Team is proud of all the work that we do to help our students. Due to the collaborative efforts of our team we have been able to contribute to the overall continued success of our students. Some of our major achievements include, but are not limited to, the following:

- * BJHS received a SPARC First Step award for the 2006 - 2007 school year
- * Advancement Via Individual Determination: Through the support and assistance from the SSPT with recruitment, the AVID program increased from four to eight sections.
- * Academic Success Program: Counseling team worked with approximately 46 students on study skills, motivation, and goal-setting after school for 6 consecutive weeks which resulted in increased communication skills for the students.
- * Spartan of Character Program: Student recognition and lessons are coordinated by the counselor. The program received a Golden Bell Award.

MEASUREMENTS

Measurement data is used to determine the proper placement of students in classes, interventions, and other programs. The following are various measurements used at BJHS and how the measurements are used by our SSPT:

ACADEMIC DEVELOPMENT

- * California Standards Test (CST) - Measures the proficiency in state standards. The results of this test are used for placement in appropriate classes/intervention programs.
- * Special Education Assessment - The school psychologist, special education teachers, and speech pathologist administer academic tests to identify and properly place students with special needs.
- * Gates-MacGinitie - Reading test administered twice a year to identify students who need reading intervention. The results of the test measure a student's reading grade equivalent.
- * California English Language Development Test (CELDT) - The CELDT test is administered to all English Learners and measures students' ability to speak, listen, and write in English. The results of the test are used to place students in the appropriate English or English Language Development course.

- * Progress Report/Report Cards - Grades are monitored by the SSPT to identify students in need of intervention.
- * Common Assessments - Benchmark tests administered by teachers in academic subjects to measure students' mastery of concepts. The results are used in recommendations to place students in different programs to master the content.
- * Learning Style Inventory - Inventory that allows students to identify their individual learning style.

PERSONAL/SOCIAL DEVELOPMENT

- * Healthy Kids Survey - Survey administered to all 7th grade students to measure risk and resiliency factors.
- * Health Screenings - District Nurse conducts screenings to identify any health barriers to student academic success.

CAREER DEVELOPMENT

- * Pathways to the World of Careers Interest Inventory - Interest inventory that allows students to identify career clusters that match their interests.

COMMUNITY PARTNERSHIPS/RESOURCES

Our community partnerships are valuable in the development of our students' academic, career, personal and social development. Our SSPT collaborates with our community partnerships to support and enhance our guidance program.

ACADEMIC DOMAIN

- * Supplemental Educational Services - Tutoring services provided by private companies
- * AVID Tutors - Students from various surrounding colleges and universities that tutor our AVID students.
- * Tiger Woods Learning Center - Provides various enrichment programs for our students.
- * Anaheim Achieves - After-school program that provides homework help and a safe after-school environment.

PERSONAL/SOCIAL DOMAIN

- * Project SAY (Support Anaheim's Youth) - A city sponsored Program that uses outreach, recreation, socialization, education and individualized personal guidance to engage youth in positive and constructive activities.

- * Disney Ice - A free program for students to learn ice skating
- * Straight Talk - Individual counseling for students
- * Child Guidance Center - Provides individual and group counseling for students who have Medi-Cal.
- * Social Worker Intern - Individual counseling for students

CAREER DOMAIN

- * Health Academy at Savanna High School - Students and 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.
- * AVID Institute

VOLUNTEER INVOLVEMENT

Volunteers play an important role in the success of our SSPT. There are various opportunities for volunteering at Brookhurst Junior High, some of which are listed on the table at right. Parent involvement in school programs plays a vital role in the success of students. It gives students and parents a sense of belonging to our school. Recruitment begins in August during registration and continues throughout the year.

Program	Contact Name	Phone #	E-mail
AVID	Ken Kanouse Tisha Ludeman	(714) 999 - 3613	kanouse_k@auhsd.us ludeman_t@auhsd.us
Parent Teacher Student Association	Russ Earnest	(714) 999 - 3613 ext. 207	earnest_r@auhsd.us
English Learner Advisory Committee	Christine Pappas Trena Becker	(714) 999 - 3613 ext. 206/211	pappas_c@auhsd.us becker_t@auhsd.us
School Site Council	Maria Ruvalcaba	(714) 999 - 3613	ruvalcaba_m@auhsd.us
Gifted and Talented (GATE)	Sandy Allen	(714) 999 - 3613 ext. 209	allen_s@auhsd.us
Renaissance Program	Linda Robinson	(714) 999 - 3613	robinson_l@auhsd.us
Standardized Testing	Christine Pappas	(714) 999 - 3613 ext. 211	pappas_c@auhsd.us

FOCUS FOR IMPROVEMENT

Our SSPT is committed to continuous improvement of our program and its alignment with our school action plan. By reviewing data from our students, teachers, parents, and through data collection for the SPARC, the SSPT has identified the following areas of need, which are listed in order of priority:

1. Modify Guidance Curriculum and Intentional Guidance units based on data collected
2. Implementation of a school-wide homework support program entitled "Zeroes Aren't Permitted" (ZAP)

This is our first full SPARC and next year we will report on the progress of these programs.

KEEPING YOU INFORMED

Our SSPT keeps parents, students, and the community informed through the following communications. Most essential information is translated in the students' primary language for their families.

Personal Contact:

- * Conferences: counselor, at-risk, AB1802, parent/teacher
- * Campus tours
- * Back to School Night and Open House
- * Meetings: faculty, 504, SST, IEP
- * Parent Teacher Student Association
- * School Attendance Review Board
- * Supplemental Education Services
- * New student registration
- * Sixth and Seventh grade registration
- * Parent Institute for Quality Education

Electronic:

- * E-mail
- * Phone calls
- * Teleparent - automated phone call
- * Website - <http://www.brookhurst.org>

- * Morning announcements – Students are kept informed via daily announcements about activities and programs occurring on campus, including a Spartan of Character message

Print:

- * School marquee
- * Progress Reports and Report Cards
- * Principal's Newsletter—with Counselor's Corner
- * School Accountability Report Card
- * Student Support Plans
- * English Learner Monitoring Forms
- * Supplemental Counseling Program (AB1802) Report
- * Agenda Planner
- * Parent Student Handbook
- * School Newspaper
- * SST forms
- * Support Personnel Accountability Report Card (SPARC)

Our SPARC will be posted on our website and copies provided to our faculty, administration, local governing board, and community.