



EL CAPITAN HIGH SCHOOL - 2009

Support Personnel Accountability Report Card

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



PRINCIPAL'S MESSAGE – *Bill Sullivan*

El Capitan High School staff is committed to providing a positive and safe learning environment for all students. Our Student Support Personnel Team (SSPT) plays a vital role in ensuring that all students realize their academic potential in an environment that is safe. The team addresses barriers to learning as stated in our school's mission and the Single Plan for Student Achievement (SPSA). The SSPT is committed to full implementation of the ASCA National Standards for School Counseling. Many SSPT members also serve on the Safe School Committee that develops the Safe School Plan. The team delivers a Comprehensive Student Assistance Program based on the *Ready to Learn (RTL)* model. This year they are focusing on working with each student to develop a Student-Secondary Plan using the COIN3 online tool. Another team goal is to reduce the D/F rate for English Language Learners (ELL) and ninth grade students through study skills and peer tutoring programs for which they will collect action research data to determine program effectiveness. Assembly Bill 1802 provided another counselor to increase the number of individual conferences with students and their families for reviewing academic performance. We have an active Family Resource Center (FRC) with a School Social Worker. I am pleased with this year goals and look forward to seeing results from the interventions.

STUDENT SUPPORT PERSONNEL TEAM

Our SSPT counselors deliver a comprehensive program that is designed for all students to achieve academic success. We understand that students encounter barriers to learning, so we facilitate collaboration with the school's administration, faculty, community organizations, and district members to design, implement, and coordinate equitable student support services. Some of the interventions to address student needs include: Comprehensive Student Assistance Team (CSAT), Student Attendance Review Team (SART), Individual Educational Plans (IEP), 504 Plans, parent/teacher/student conferences, college admissions and financial aid workshops, Child Protective Services (CPS), student educational and support groups (RTL), peer leaders (RTL), referral to outside agencies, counseling referrals, and liaison with the Sheriff's department through our School Resource Officer (SRO). In addition, the SSPT is consistently engaged in professional development activities to stay informed on current trends and best educational practices.

Education: All certificated team members hold appropriate credentials as required by the No Child Left Behind (NCLB) Act as follows: Administrators hold Administrative and Teaching Credentials; The School Psychologist, Social Worker and Counselors all hold Pupil Personnel Services (PPS) Credentials and Master's Degrees.

Professional Organizations: Many of the certificated members belong to a variety of professional organizations including the American School Counselor Association (ASCA), the California Association of School Counselors (CASC), California Association of School Psychologists (CASP), and the American Association of Marriage and Family Therapists (AAMFT).

SCHOOL CLIMATE AND SAFETY

Research shows that students achieve academic success and benefit socially when they feel safe at school. The SSPT is committed to providing a safe and secure environment for all students by offering resources and services both on and off campus. Our positive school climate is the result of programs and interventions implemented to help students have relationships that encourage school success (Figure 1) and manage conflicts in a positive manner (Figure 2). The following SSPT programs help facilitate connectedness and enhance school climate and safety: Peer and Adult Mentors, Friday Night Live, Red Ribbon Week, Ready to Learn Insight Classes, and Support Groups.

CERTIFICATED STAFF (Education/Credential)	Experience
1 Principal (MA/Admin)	3 years
3 Assistant Principals (/MS/Admin)	7 years
4 Counselors (MA/MS/PPS)	26 years
1 Social Worker/Counselor (MSW/PPS)	2 years
1 School Psychologist (MA/PPS)	10 years
1 Speech Therapist (MA/SS)	38 years
2 Special Ed. Dept. Chairs (MS/MA/SS)	32 years
1 ELL Coordinator (MA/SS)	5 years
CLASSIFIED STAFF	
3 Academic Advisors	24 years
1 Community Liaison	12 years
1 Resource Center Manager (AA)	5 years
1 Site Support Technician	5 years
4 Secretaries	29 years
1 LVN Site Nurse	½ year
1 Manager of School Facilities	10 years
2 Attendance Clerks (AA)	4 years
1 Book Clerk	7 years
1 Finance Clerk (AA)	14 years
1 Receptionist	12 years
5 Campus Supervisors (BS)	14 years
1 Librarian (MA)	3 years
1 Assistant Librarian	9 years
1 Computer Lab Tech (BS/SS)	6 years
10 Adult Mentors (Various)	50 years
COMMUNITY SUPPORT	
1 School Resource Officer (BA)	3 years
2 Therapists (MA)	4 years

POSITIVE SCHOOL ENVIRONMENT
CA Healthy Kids Survey – 2006

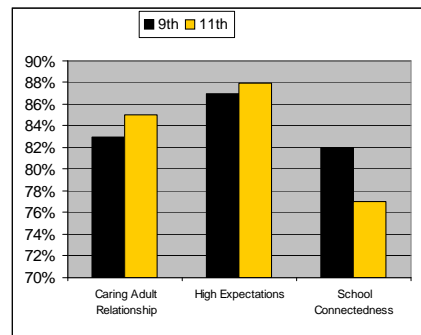


Figure 1

PHYSICAL VIOLENCE ON SCHOOL
PROPERTY LAST 12 MONTHS
CA Healthy Kids Survey – 2006

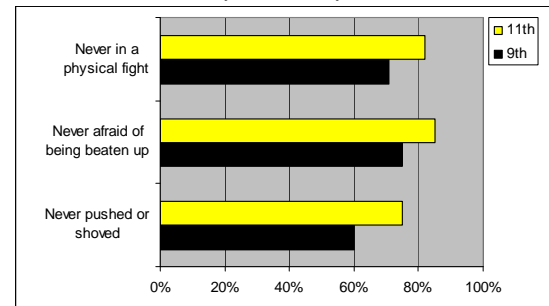


Figure 2

STUDENT RESULTS

Our SSPT is committed to using results data to evaluate our programs. Interventions are based on the goals and student competencies adopted from the National Standards for School Counseling Programs. This information is important for implementing new programs, evaluating progress, and making decisions about changing or eliminating ineffective programs.

Academic Domain, Standard A: *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.*

Peer Tutoring Program

We started a Peer Tutoring program this year which was primarily aimed at English Language Learners (ELL) and other struggling students. Advanced level juniors and seniors were recommended by their teachers, trained, and then partnered with the identified struggling students. Percentage data was collected that tracked the effect of five or more tutoring sessions measured by a change in student grades (*Figure 3*). No student experienced a negative grade change. **The SSPT coordinated the program including student referrals, parent contact of tutees, tutor training, follow-up, and monitoring.** It is our hope to expand the program next year.

Personal/Social Domain, Standard B: *Students acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others.*

Insight Classes

Insight is the educational component in the *Ready to Learn* model offered through the San Diego County Office of Education. Discussion topics include communication, biological addiction, family relationships, school success, suicide ideation, and conflict resolution. **Students with academic, attendance, and discipline concerns are referred by parents, teachers, and administrators. SSPT facilitators organize, develop, and teach the Insight classes.** Last year's data (57 students) showed an improvement in attendance and reduction in discipline referrals. Data collected on this year's groups shows an improvement in academics (*Figure 4*).

Career Domain, Standard C: *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

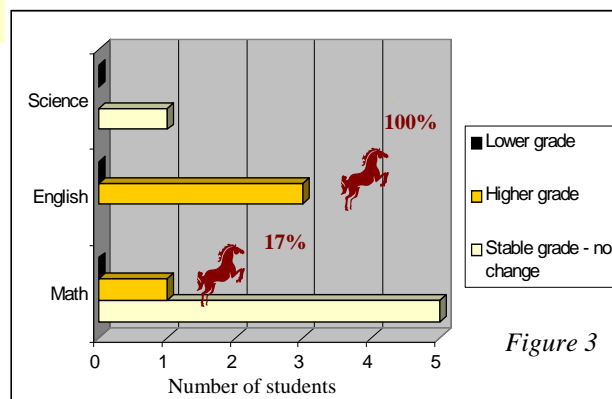
Post-Secondary Plan

During the summer of 2008 our District implemented a strategic plan for all seniors to develop a post-secondary plan before graduation. **Members of our SSPT worked with individual 12th grade students on our campus to help them decide on a career or college major** using the COIN3 online program. The first student groups were twelfth grade students who received a PowerPoint and online demonstration of the COIN3 program. Counselors then assisted individual students in developing their plan and in finding informational resources. After working with all twelfth grades students we found that 87% had completed a post-secondary plan (*Figure 5*).

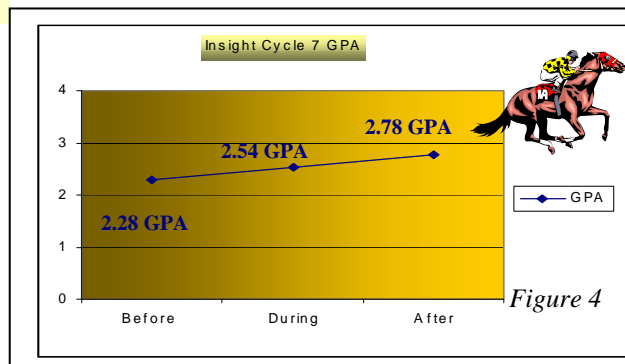
COMMUNITY PARTNERSHIPS/RESOURCES

Our SSPT realizes the importance of partnerships with the community on multiple levels. Team members belong to the School Site Council. They work together with stakeholders to provide funding for student assistance programs. Our school leads the district in the number of parent volunteer hours donated, which is invaluable in expanding our ability to coordinate student services for incoming ninth graders and registration for current students. In the **personal social domain**, our partially grant-funded FRC works in conjunction with community organizations like San Diego Youth Services to provide counseling, and a therapist from the East County Teen Recovery Center helps students struggling with addictions. In the **academic domain**, Cuyamaca College provides on-site classes and assistance with Financial Aid Night. In addition, college representatives come to campus to speak to interested students. In the **career domain** we have an association with Taylor Guitars wherein students are provided with materials and tools to make first-class guitars. We have a connection with a local mechanic who provides internships for our students in Auto classes. Our agriculture program has multiple links to the community through the Lakeside Stadium Association. The initial contact for people who are interested in becoming involved in our Student Support Services program is Cindy Dasher, (619) 938-9264, cdasher@guhsd.net.

RESULTS SHOWING PERCENTAGE OF TUTEES AND EFFECT ON GRADES (5 or More Sessions)



INSIGHT CLASS RAISES GPA FIRST CYCLE 2008



RESULTS SHOWING PERCENTAGE OF TWELFTH GRADE STUDENTS WITH A POST-SECONDARY PLAN - 2008-09

