

California Academy of Mathematics and Science

California State University, Dominguez Hills—1000 E. Victoria Street, Carson, California 90747
 (310) 243-2025 FAX: (310) 516-4041 CEEB code: 050491 Website: www.californiaacademy.org
 District: Long Beach USD ♦ Grades: 9-12 ♦ School Year: Traditional ♦ Principal: Dr. Janice Filer

SUPPORT ♦ EMPOWER ♦ MOTIVATE ♦ EDUCATE

PRINCIPAL'S MESSAGE

Vital to the academic success and safety of the 600 students at the California Academy of Mathematics and Science (CAMS) are the essential support services and guidance provided to all students and families by the Student Support Personnel Team (SSPT). Because of the high level of professionalism and competency of the SSPT members, student achievement, college admission rates, and parent satisfaction consistently measure very high.

The SSPT members and I are committed to the continued implementation of the National Standards for School Counseling Programs. Implementing the **Supplemental School Counseling Program** (AB 1802) with the existing Student Support Program (SSP) allowed additional, critical counseling services for students and families, including individualized review of academic performance as an integral part of the SSP. The School Personnel Accountability Report Card (SPARC) is incorporated into the Academy's improvement plan and goals for district accountability and Western Association of Schools and Colleges (WASC) accreditation.

2008 FOCUS FOR IMPROVEMENT PROGRESS:

- **Goal 1-Coordinate services of the Supplemental School Counseling Program (AB 1802) with the Academy's SSP.** School counseling services are fully coordinated and integrated into the Academy's SSP, providing access to these critical services by all students and families.
- **Goal 2-Develop a drug and alcohol awareness program for grades 10, 11, and 12.** District approved curriculum has been identified and discussion of school-wide implementation has begun with the faculty and student body.

2009 FOCUS FOR IMPROVEMENT GOALS

- **Goal 1-Create a school-wide time management and anti-procrastination campaign.** The top support opportunity students identified was help with time management.
- **Goal 2-Increase student awareness of academic tutoring.** Based on a recent survey, students clearly desire more tutoring opportunities.

STUDENT SUPPORT PERSONNEL TEAM

The current SSPT is comprised of twelve professionals in full- and part-time positions who take on many responsibilities and roles to meet the academic, career/ college, personal/social, and safety needs of CAMS students. Below is this year's SSPT with a total of 244 years of experience and training:

STUDENT SUPPORT PERSONNEL TEAM MEMBERS

Title ♦ Full-time or Part-time % ♦ Education ♦ Experience	
Head Counselor ♦ FT ♦ MS, PPS	28 years
Assistant Principal ♦ FT ♦ MA, Admin Cred.	15 years
Counselors (2) ♦ FT, PT (25%) ♦ MA, PPS	56 years
School Psychologist ♦ PT (10%) ♦ MA, PPS	11 years
Academic Support ♦ PT (25%) ♦ BA	28 years
Peer Assistance ♦ PT (25%) ♦ MA	12 years
School Nurse ♦ PT (20%) ♦ BA, HSC, RN	21 years
Social Worker ♦ On call ♦ MSW, LCSW	21 years
Counseling Secretary ♦ FT	9 years
Attendance Secretary ♦ FT	29 years
Office Assistant ♦ FT ♦ BA	4 years

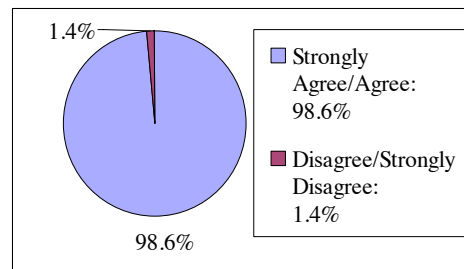
All of certificated members of the SSPT hold the appropriate credentials, thus meeting the No Child Left Behind guidelines for highly qualified staff. The most important and major role of the counselors is to create, organize, execute, and assess an equitable SSP that all students access. The addition of counseling services provided by the Supplemental School Counseling Program (AB 1802) addresses the ever-increasing support needs of CAMS students and families.

SSPT members belong to numerous professional organizations, such as the National/Western Association for College Admission Counseling, California Association of School Counseling, Long Beach Pupil Personnel Association, Phi Delta Kappa, Association of California School Administrators, National Association of School Psychologists, and National Association of School Nurses.

SCHOOL CLIMATE AND SAFETY

CAMS counselors and other SSPT members design, coordinate, implement, and evaluate school programs, such as the new student orientation program, crisis counseling, and peer counseling, which improve school climate and safety. Additionally, every year, members of the SSPT give input and help shape policy in the Academy's School Safety Plan, which is reviewed by the School Safety Site Committee and approved by the Board of Education. Another contribution that the SSPT makes is during the student admission process. SSPT members direct the CAMS admission program, carefully selecting members of each new entering class who will meet the school's high academic demands and flourish in its unique learning environment.

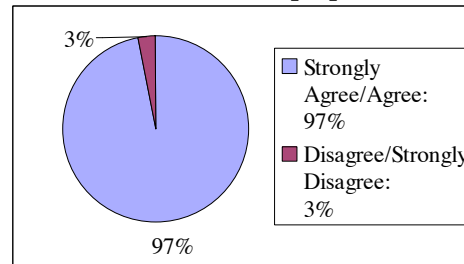
Graph 1—Student survey: I feel safe at CAMS.



Caption 1—SSPT members monitor student behavior and provide support services to students having social problems and adjustment issues, creating a very safe campus. The SSPT provides critical input to the Academy's Safety Plan. Data source: WASC Survey.

Counselors attend weekly grade-level team meetings where students' behavior and academic progress are discussed, allowing the gathering of data that may indicate the early stages of academic, personal, social, and attendance troubles for individual students. As a result, SSPT members counsel students individually and/or direct them to appropriate intervention programs on campus or in the community that results in a positive school climate and safe environment. Additionally, the careful matching of students to CAMS support services by SSPT members creates the foundation for a safe campus.

Graph 2—Student survey: The CAMS New Student Orientation made me better prepared for high school.



Caption 2—Students new to CAMS found the three-day orientation that connects individuals to the school community, classmates, and SSPT members very effective. Data source: New Student Orientation Survey.

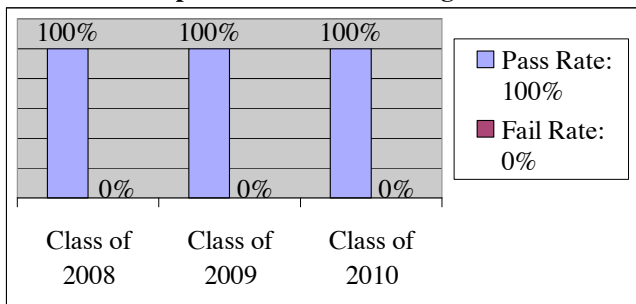
The head counselor manages and coordinates the three-day New Student Orientation program. Historically, over 98% of incoming students attend the summer orientation program. Students become acquainted with the CAMS behavioral expectations, facilities, SSPT members, grade 9 core teachers, and classmates during this orientation. Grade 10, 11, and 12

volunteers from the general student body and Student Council join the orientation and lead “ice-breaker” activities. Because of the New Student Orientation Program, incoming students feel a connectedness to CAMS and a high degree of safety right from the start of high school. By the end of orientation, new CAMS students know how to seek help for academic and personal problems. They know who to contact in case of an academic or personal emergency, and they are aware of the behavioral and academic standards expected of every student.

STUDENT RESULTS

Attaining measurable student results aligned with ASCA National Standards continues to be a high priority of the SSPT. The following summary results are examples that confirm the SSPT’s efforts to address students’ educational goals and personal needs within the framework stated by the National Standards of School Counseling Programs. The three American School Counselor Association (ASCA) domains and standards represented here are (1) **Academic Development ASCA Standard A:** *Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span,* (2) **Career Development ASCA Standard B:** *Students will employ strategies to achieve future career goals with success and satisfaction,* and (3) **Personal/Social Development ASCA Standard A:** *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.* Results are utilized to guide support services as well as better serve students and parents. The CAMS SSPT successfully supports students by identifying academically struggling individuals and enrolling them in support classes, correcting tardiness and attendance problems, conducting career/college planning classes and seminars, attending grade-level meetings for consultations and referrals, providing one-on-one help to complete college and scholarship applications, and holding individual and group counseling sessions. The SSPT actively encourages all students to take rigorous, academically challenging courses.

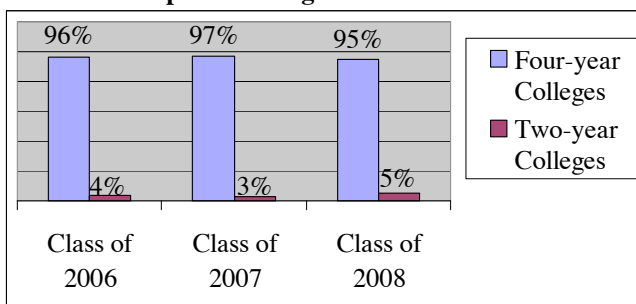
Graph 3—CAHSEE Passing Results



Caption 3— Academic Development ASCA Standard A: *Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.* A statewide graduation requirement is passing the CAHSEE. Students who do not pass the CAHSEE on the first attempt are quickly identified by the SSPT and immediately matched with additional academic support to ensure success. **Data source:** California Department of Education.

All CAMS students pass the CAHSEE by the time they graduate; the vast majority pass it the first time. The SSPT analyzes standardized test data and recommends to the principal both curricular and educational approaches that will prepare students to pass the CAHSEE the first time, plus remedial strategies for students who have yet to pass the exam. Students who have not passed the CAHSEE are counseled with their families regarding remedial options.

Graph 4—College Attendance Results



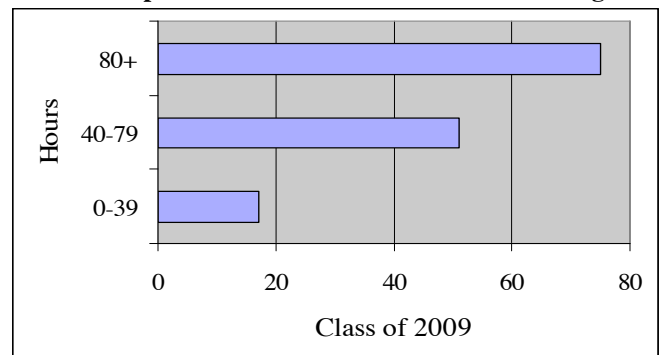
Caption 4— Career Development ASCA Standard B: *Students will employ strategies to achieve future career goals with success and satisfaction.* The college-going culture created by the SSPT is strong at CAMS. Almost every student who graduates from CAMS attends college; over 95% attend four-

year colleges/universities. **Data source:** CAMS Senior Graduation Surveys and college records.

Helping academically well-prepared students matriculate to colleges and universities, especially four-year institutions, is a high priority for the SSPT. The SSPT develops and implements strategies to maximize students’ chances of entering the colleges of their choice, and then monitors all students’ academic progress, college requirements, and college admissions very carefully to achieve high college matriculation rates. All ninth and eleventh graders attend career and college lessons arranged and taught by SSPT members. Human Development 20—Transition to Higher Education, taught by the head counselor, is required for all eleventh graders. Each year, 99-100% of CAMS graduates attend college immediately after graduation, with over 95% attending four-year colleges and universities.

Many CAMS students need financial aid to attend college. SSPT members work non-stop to provide students with scholarship information, letters of recommendation, and application assistance. Last year CAMS students received **over \$11.5 million** in scholarships. This figure **excludes** all federal and state grant awards, as well as student and parent loans.

Graph 5—Personal/Social: Service Learning



Caption 5— Personal/Social Development ASCA Standard A: *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.* Forty hours of Service Learning and completion of a reflection exercise are required for a high school diploma. **Data Source:** District LROIX Data Base.

Outside-the-classroom Service Learning opportunities contribute to the personal and social development of students. SSPT members connect students to the community with service learning opportunities. Because of the encouragement by the SSPT and since the Service Learning experiences are so meaningful, a large percentage of students by their senior year complete more than the 40-hour minimum for graduation and many participate in hundreds of hours. This result shows student growth and enjoyment through these community activities presented by the SSPT.

COMMUNITY PARTNERSHIP/RESOURCES

An essential part of the SSP is collaboration with community agencies and groups. This cooperation provides students with academic enrichment, college preparation, career exploration, research apprenticeships, and summer internships, as well as personal and social growth opportunities. Parents strongly support SSP activities by sponsoring the College Planning Workshop for Parents and ACT/SAT practice test fundraiser. Both students and parents volunteer for CAMS admission interview weekends. Community members volunteer as speakers for Career Exploration Opportunity (CEO) Day.

ACADEMIC

CSU Dominguez Hills (university courses, tutoring, and library services) ♦UC Davis Young Scholars Program ♦Princeton Review Program ♦Los Angeles Harbor Area College Fair ♦El Camino College ♦College Board

CAREER/COLLEGE

College Tours to various California campuses ♦Student internships at corporations (Boeing, Northrop Grumman, Nissan, and Toyota) ♦CAMS Mentor Program ♦CEO Day ♦Northrop Grumman Technology, Engineering, and Science Symposium ♦Princeton Review Program

PERSONAL/SOCIAL

♦CAMS Mentor Program ♦Hugh O’Brien Youth Leadership Conference ♦Star View Family Services ♦Service Learning

Please contact Barry Baker by calling 310-243-3125 or emailing bbaker@LBschools.net if interested in becoming a Student Support Program volunteer.