



S.P.A.R.C.

2010 Support Personnel Accountability Report Card

A continuous improvement document sponsored by the California Career Resource Network and the Los Angeles County Office of Education

La Rosa Elementary School

9301 La Rosa Drive

Temple City, CA 91780

Office: 626 548-5076 Fax: 626 548-5081

Website: www.tcsd.net/schools/larosaes/

DISTRICT: Temple City Unified

GRADE LEVELS: K, 1, 2, and 3

ENROLLMENT: 533

SCHOOL YEAR: Traditional Calendar

PRINCIPAL: Tiffany Haeberlein

COUNSELOR: Jenny Thai

PSYCHOLOGIST: Patricia Perez-Mora



Principal's Message

Our La Rosa Student Support Personnel Team (SSPT) serves as a vital and essential role in students' academic success and school safety. The team supports the academic, personal/social, and career development of our students. The La Rosa Code emphasizes the character traits of responsibility, respect, safety, honesty, preparedness, and perseverance. Through the coordinated efforts of our team, students learn to develop decision-making skills, resolve conflicts, and respect the rights of others, leading to a campus climate of safety and personal responsibility.

I wholeheartedly endorse La Rosa's comprehensive guidance program which is based on stated goals and student competencies adopted from the National Standards for School Counseling Programs and integrated into our 2009-2010 School Plan for Student Achievement. Incorporated into our school site plan, the SPARC provides an integrated reflection, supports the School Accountability Report Card (SARC) and our Safe Schools Action Plan, and provides an important addition to school safety. Additionally, individualized review of academic performance is integral to our student support services program.

At La Rosa, we are committed to the continuous improvement of our program and its alignment to the school's improvement plan. Last year's focus for improvement resulted in: 1) the implementation of an online parenting course and parent workshops on positive parenting; and 2) the counselor's continued presence during recess time to facilitate the Kindness and Care Club, in which students engage in game play and build positive relationships.

According to our data collection through needs assessment and surveys, in the coming year our focus for improvement has been prioritized in the order below: 1) Increase opportunities for students to engage in authentic listening and speaking within the classroom; and 2) Increase opportunities for parent interaction at school.

Student Support Personnel Team (SSPT)

In accordance with the National School Counseling Standards the guidance program is coordinated, implemented, and evaluated by the school counselor in collaboration with administrators, other educators and support personnel. The equitable student support system is designed to provide services for all students in the following ways:

- Classroom guidance lessons pertaining to character development, conflict resolution skills, and learning how to make safe choices
- Collaboration with parents, teachers, and all stakeholders to support the success of each and every student
- Student support groups for behavior management, social skills, study skills, building self esteem, separation and divorce, grief and loss, and motivation
- Consultation with parents and teachers and individual counseling with students to promote student success
- Promotion of communication with parents via letters, phone calls, emails, student work, and an elementary guidance program newsletter

La Rosa's student support team includes all adults on campus as our program is implemented with the collaboration of the entire staff through guidance lessons and curriculum. All certificated team members hold appropriate credentials which meet the No Child Left Behind (NCLB) guidelines for a highly qualified staff. Our SSPT is comprised of the following:

| Team Member | Credentials, Education, & Professional Affiliations |
|---|--|
| Principal: Tiffany Haeberlein | Master of Arts in Instructional Technology, Master of Education in Educational Leadership, Multiple Subject Teaching Credential, Crosscultural Language and Academic Development Certificate, Administrative Services Credential |
| Counselor (part-time): Jenny Thai | Master of Science in School Counseling, Pupil Personnel Services Credential in Counseling and Child Welfare and Attendance, Multiple Subject Teaching Credential |
| School Psychologist: Patricia Perez-Mora | Master of Science in Counseling, Pupil Personnel Services Credential in School Psychology and Child Welfare and Attendance |
| Resource Specialist (part-time): Linda Beckon | Master of Education in Special Education, Multiple Subject Teaching Credential, Learning Handicapped Teaching Credential, Resource Specialist Certificate |
| Speech Therapists: Kathy Novell | Master's Degree, Certificate of Clinical Competency, Rehabilitative Credential |

Our team members hold memberships in the following professional organizations: Association of California School Administrators, California Association of School Counselors, California and National Association of School Psychologists, Learning Disabled Association, and California and American Speech-Language-Hearing Associations.

Community Partnerships/Resources

Our SSPT recognizes the integral role of community partnerships in the comprehensive counseling program. Community partnerships enhance our staff's ability to respond immediately to student needs by providing us with specialized resources and enhancing the quality and effectiveness of the student support program. Community partners provide medical services, school supplies, and clothing to help ensure that our students' basic needs are met so that they are prepared to learn. The following are partnerships/resources that provide us with various services:

Academic:

- Family Literacy (promoting the use of English at home)
- Leap Into Literacy (encouraging reading at home)
- Los Angeles County Office of Education (LACOE)
- Partners in Print (modeling literacy skills)

Personal/ Social:

- Asian Youth Center
- Asian Pacific Family Center (APFC)
- Cleaver Family Wellness Clinic (free medical)
- Department of Children and Family Services
- Department of Mental Health
- John Tracy Clinic (hearing)
- Los Angeles County Health and Human Services
- Los Angeles County Office of Education (LACOE)
- Operation School Bell (clothes for needy)
- Pacific Clinics
- Santa Anita Family Services
- Vision Consultants of Southern California

Career:

- Los Angeles County Sheriff's Department
- Los Angeles County Fire Department

We strongly encourage parent volunteers and community members to become actively involved in the student support services program, including the following:

- Guidance Advisory Council members who assist in the review and evaluation of our comprehensive guidance program at La Rosa
- Career Awareness Day participants who share information about their careers with our La Rosa students (in June 2010)
- Translators of guidance and other school materials directed to our La Rosa community

For more information, please contact the following personnel:

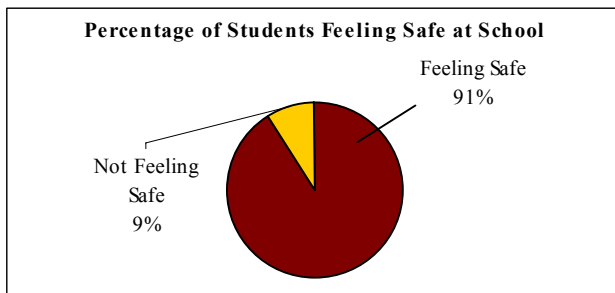
- Community Liaison- Donna Daniels at (626) 548-5076 or email to ddaniels@tcusd.net (English)
- School Counselor- Jenny Thai at (626) 548-5182 or email to jthai@tcusd.net (English and Vietnamese)
- Secretaries- Cheri Baskin at (626) 548-5082 or email to cbaskin@tcusd.net, Sylvia Mok at (626) 548-5076 or email to smok@tcusd.net (English and Mandarin)

School Climate and Safety

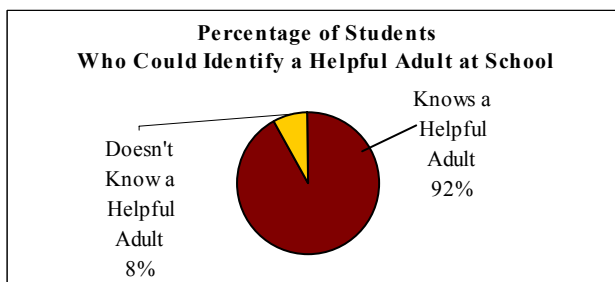
School climate and safety are directly impacted by the efforts of the SSPT. Campus wide participation in the Red Ribbon Week Program promotes a safe school climate by encouraging healthy choices. Additionally, the implementation of a “Kindness and Care Challenge” program was re-launched. This program focuses on doing random acts of kindness, starting a chain reaction by writing down kind acts received by others or given to others on a strip of paper, and connecting the strips of paper to make a kindness chain.

La Rosa’s SSPT completed an updated school safety plan that has been reviewed by the School Safety committee and adopted by the Temple City Board of Education. Both the school counselor and administrator serve as members of the school safety planning committee. All members of the Student Support Personnel Team have an individualized role in the School Safety Plan.

Counseling interventions and the implementation of direct instruction in Character Education lessons in the classroom have resulted in a significant increase of student awareness of safe and effective strategies to handle conflict and teasing/bullying. Students’ needs survey indicated that 91% of the students felt safe at school.



The pie chart represents 92% of students who could identify a helpful adult at school. The SSPT makes themselves readily accessible to students in need of assistance. Students were introduced to the counselor through classroom visitation and presence during recess time. The process of receiving help from a counselor was explained by the counselor and reinforced by administrators, teachers, and other support personnel.



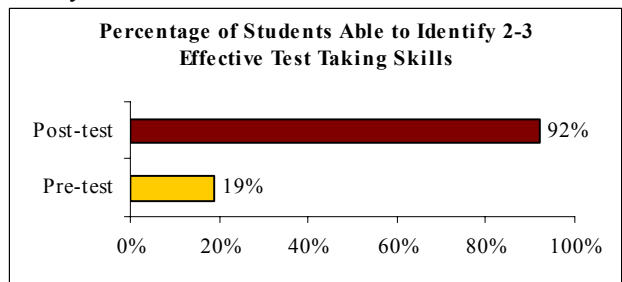
Student Results

Our student achievement is supported by the efforts our SSPT puts forth. Our guidance program is

developed using student data that is collected and analyzed. This is the approach we implement as suggested by the American School Counselor Association (ASCA) National Standards to promote the best guidance in the academic, personal/social, and career domains. As a result of support team collaboration, prevention, and response strategies and guidance, students are more appropriately referred to the counselor, Student Success Team (SST), and/or to other suitable services needed.

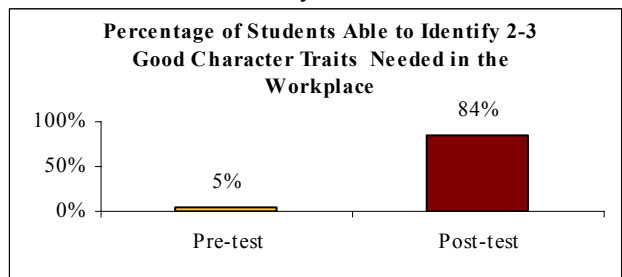
Academic Development Standard A: Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Our team’s focus on personal student support allows our youngsters to feel empowered to achieve academically. Additionally, in efforts to promote academic success, students received a guidance lesson with the objective of identifying effective test taking skills. The pre-test data indicated that 19% of students were able to identify two to three effective test taking skills. After instruction, the post-test data indicated that 92% of students were able to identify these skills.



Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to the knowledge of self and to make informed career decisions.

As part of the Career Awareness module, students were introduced to the concepts of jobs and careers, and good character building. Students received career education through identifying how people need good character traits to obtain and maintain a career. The objective of this lesson was for students to understand that it is essential for them to build good character traits throughout their lifespan as well as in the workplace. The pre-test data indicated that 5% of students were able to identify two to three good character traits needed in the workplace. The post-test data indicated that 84% of students were able to identify two to three of these traits.



Personal/Social Development Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

The student personnel team expressed a continuous concern for students’ inability to handle conflicts independently and effectively, especially when being bullied. As a result, guidance lessons were conducted to help students identify effective skills and strategies to cope with teasing. The pre-test data indicated that 3% of students were able to identify two to three techniques to deal with teasing. The post-test indicated that 53% of students were able to identify two to three techniques.

