



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



Palm Crest Elementary School

Grade Levels: K-6
 5025 Palm Dr. La Canada, Ca 91011
 Web: www.lcusd.net
 Principal: Mrs. Anais Wenn

Enrollment: 550
 (818) 952-8360 (office) (818)952-8365 (fax)
 District: La Canada Unified School District
 Counselor: Mrs. Rachel Zooi

Palm Crest Elementary School is committed to providing a challenging, enriching and safe learning environment where each student is inspired to thrive academically, socially and emotionally

Principal's Message

Our student support team at Palm Crest Elementary plays a vital role in the mission of our school by providing a wide range of student support services that impact the academic, career, and personal/social development of all our students. With our Every Student Succeeds Plan (ESS Plan) now in its fourth year, Palm Crest has observed increased collaboration among teachers, administrators, support staff and parents, more timely and effective interventions to meet student needs, and impressive student results we can celebrate. Our school's API grew by 18 points last year while our office discipline referrals and suspensions went down dramatically, which can be directly attributed to the effective implementation of our ESS Plan. Our full-time school counselor develops and manages the ESS programs in alignment with National Standards for School Counseling Programs as well as Palm Crest's School Site Improvement Plan and district goals. Within this framework, all student support personnel work together to ensure academic success and school safety for our Palm Crest students.

I am proud of our team and the work we are doing. Through the process of reviewing program results, and in an effort to continuously improve our programs, we have developed two areas of focus for improvement next year. One is to improve targeted instruction and monitoring of our English Language Learners (ELLs) and increase the number of re-classifications. Another is to increase our use of technology in both instruction and assessment throughout the ESS Plan services. Palm Crest's first Support Personnel Accountability Report Card (SPARC) submission, which we plan to incorporate into our School Site Improvement Plan process, is a welcome tool for continuing to evaluate our programs and share our successes.

Student Support Personnel Team

Our team embraces many disciplines, and along with our teachers and parent and community volunteers, helps meet the needs of our students in countless ways. Members of our support team communicate regularly through bi-monthly staff meetings, weekly case management meetings, quarterly leadership meetings, regular paraprofessional meetings and teacher watchlist protocols. The school counselor works collaboratively with team members to design, coordinate and evaluate programs and ensure that the student support system is equitable and serves all students. In addition to the staff members outlined below, our student support team includes our attendance clerk, instructional aides, campus security, district nurse, special day class teachers and occupational and physical therapists. All certificated team members hold appropriate credentials which meet the No Child Left Behind (NCLB) guidelines for highly qualified staff.

Team Member	Degrees, Credentials Held
Principal , Anais Wenn	Masters Degree (MA), Teaching Credential, Administrative Services Credential
Counselor , Rachel Zooi	MS, Pupil Personnel Services Credential (PPS), Child Welfare and Attendance Credential (CWA)
Psychologist , Megan Thomas	MA, Teaching Credential, PPS Autism Specialty Certification
Speech Pathologist , Kristen Angelica	MA, Rehabilitation Services Credential
Resource Specialist , Liz Strand	MA, Teaching Credential, Learning Handicapped Credential
Resource Specialist , Margot Paine	Special Education Teaching Credential, Autism Specialty Certification
Reading Specialist , Karen Gilmour	Teaching Credential
ELD Aide , Gretel Ujfalusy	High School Diploma
Secretary , Kerry Russell	High School Diploma
Health Clerk , Sue Price	High School Diploma

Together we represent over 154 years in education!

Professional Organization Membership

- Association of CA School Administrators
- National Education Association
- CA Association of School Counselors
- American Hearing and Speech Association
- Association of Educational Therapists

School Climate and Safety

Palm Crest student support team members lead the school's coordinated efforts to ensure a safe and caring learning environment. Positive behavior and character education is supported school-wide at Palm Crest through monthly "40 Developmental Assets" character themes and student recognition programs such as "Student of the Month" and "Caught Being Good" for individual students and "Panther Points" for whole classes. Our ESS Plan incorporates what we believe are two additional factors contributing to a positive school climate: our "buddy class" system that promotes cross-age relationships and cooperative learning for all classes, and our staff mentoring available to our at-risk students.

The results of the California Healthy Kids Survey conducted by the state every two years indicates that 98% of 5th graders surveyed in our district rate high or moderate (the majority high) in the external assets of caring relationships with adults in school as displayed in Figure 1.

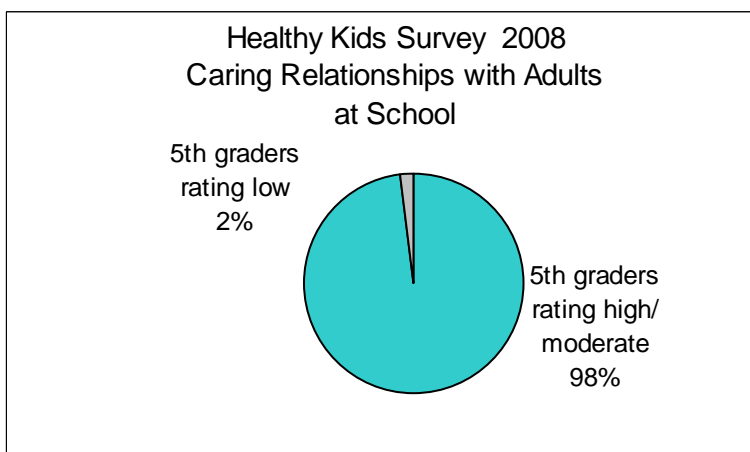


Figure 1

Starting last fall and continuing this year, a new series of counselor-led guidance lessons were delivered to all upper grade students to help them recognize, refuse and report bullying. This *Steps to Respect* curriculum along with staff training and policy review is part of our bullying prevention program. Our conflict resolution skills training for all primary grade students along with our Peacemaker peer-mediation program led by one of our third grade teachers, help reinforce high expectations for interpersonal skills and personal safety. Figure 2 below shows one of the outcomes of our primary grade guidance programs, Kelso's Choices.

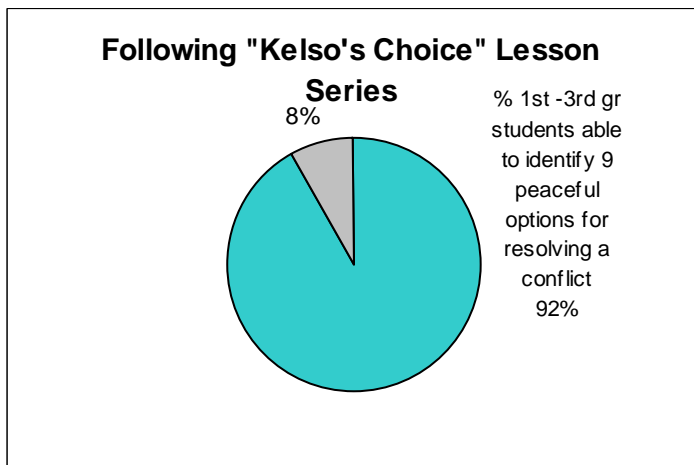


Figure 2

Throughout the year, our counselor works closely with the principal and health clerk to implement the Comprehensive School Safety Plan (CSS Plan) and coordinates monthly meetings with the Safety Committee to address school safety issues as they arise. The CSS Plan submitted by the counselor for review by the Safety Committee and approval by the School Site Council, was adopted by the School Board in February of this year.

Student Results

The results of the ESS Plan are evaluated with varying measures and at different times throughout the school year. Data is collected and stored in our ESS binder in the counselor's office as part of our accountability system. Reports of student outcomes, which include process, perception, and results data, ensure that our program is being carried out and that students are gaining competencies in accordance with the National Standards for School Counseling Programs. We realize the strength of our programs depends on our process of data analysis and our continuing efforts to focus on new areas of improvement. Here is a sample of student results attained over the last year in the three domains of guidance:

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

Through the ESS Plan we aimed to deliver strong curriculum programs to all students (rigorous standards-aligned curriculum and guidance lessons), as well as target certain students with small group and individual interventions (Reading Intervention, Guided Study and English Language Learner services). We also wanted to empower our teachers through training and a revised protocol to provide interventions within their classrooms. Participation rates in our site-based interventions reached an all-time high last year. Palm Crest's API grew by 18 points, with forty one percent of all students tested in our 2009 STAR demonstrating at least one level of growth.

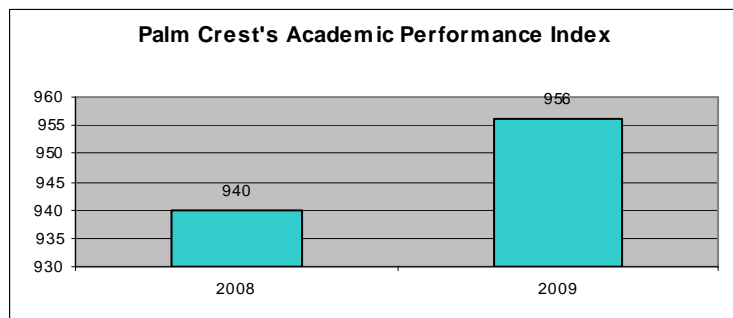


Figure 3

Career Domain, Standard C A2.9: Students will utilize time and task-management skills.

A total of 67 upper-grade students (up from 30 students the previous year) attended weekly after-school Guided Study groups last year with numbers holding steady this year. Organization, study skills, test-taking strategies and homework help are the focus of sessions available at different times throughout the year. The outcomes assessed for the "Organization" group taught by the counselor this year is charted in Figure 4 to the upper right.

4th-6th Applying "Organizational" Skills to Improve Grades Post-Intervention

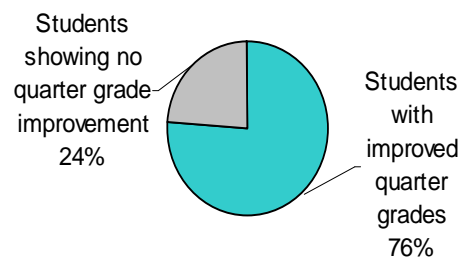


Figure 4

Personal/Social Domain, Standard A: Students will acquire the attitudes, knowledge, and inter-personal skills to help them understand and respect self and others.

Our efforts last year toward expanding our bullying prevention program and Steps to Respect and Kelso's Choice skills training coincided with a dramatic reduction in student discipline rates. Results of our year-end analysis are charted in Figure 5 below.

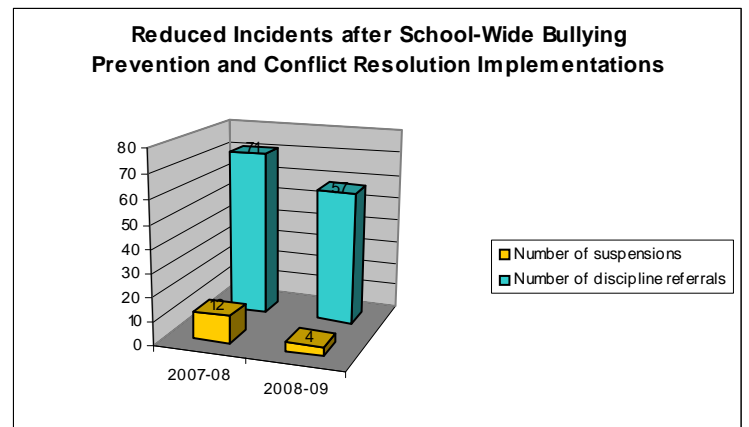


Figure 5

Community Partnerships/Resources

Our student support team coordinates and collaborates with a significant number of agencies that bring unique talents and opportunities to Palm Crest. These community partners provide referrals, resources, tutoring, mentoring, enrichment, college and career preparation, mental health services and more to our students and parents. Student competencies in the personal/social, academic, and career domains are achieved at a far greater rate because of the substantial involvement of our community partners.

Resources

Academic: La Canada Educational Foundation, Kiwanis Club, Assistance League of La Canada, Loyola High School, SELPA, Education Spectrum

Career: YMCA, Jet Propulsion Laboratories (JPL), Verdugo Hills Hospital, Los Angeles County Criminal Jury Office

Personal/Social: STAR Deputy, Los Angeles County Child Services, Girl Scouts/Boy Scouts of America, Childhood Education Center (CEC), Korean Families Association, Institute for Girls Development

Parent Involvement

We recognize that parent involvement is the most important factor in a child's success in school, and we strongly encourage parents to visit the school and to get involved. Current examples of parent involvement include:

- Parents complete teacher/counselor/specialist surveys about our programs and services
- Parents serve as members of our Parent Teacher Association (PTA), School Safety Committee and School Site Council and are invited to review our SPARC as well as our Single Plan for Student Achievement and Comprehensive School Safety Plan
- Parents/community members participate in enrichment and career instruction
- Parents receive regular communication about programs through monthly newsletter submissions, letters home and website updates

Please direct your request for involvement in our counseling or ESS programs to Mrs. Rachel Zooi (rzooi@lcsd.net) at (818)952-8360.