



SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD (SPARC)

A continuous improvement document sponsored by the California Career Resource Network and the Los Angeles Office of Education for the year 2010

Sierra Vista High School
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DISTRICT: Baldwin Park Unified School District
GRADE LEVELS: 9 - 12 **ENROLLMENT:** 1983
SCHOOL YEAR: Traditional
PRINCIPAL: Jackie White

Principal's Message

The Sierra Vista High School (SVHS) student support team plays a significant and strategic role in fostering a positive atmosphere and safe campus and supporting the academic achievement of all students. SVHS offers a comprehensive guidance program driven by the American School Counseling Association (ASCA) National Standards for School Counseling. The student support team received the Academy Award for six consecutive years until these last two school years. Our Support Personnel Accountability Report Card (SPARC) is an accurate reflection of the success of our student support programs and has been integrated into the school site plan. The goals and achievements set forth in our SPARC are incorporated into our Single Plan for Student Achievement as well as our Western Association of Schools and Colleges (W.A.S.C.) Self Study Report.

The student support team ensures the following are accessible to all students and their parents: (a) identification of each student's academic, personal, college, and career skills as well as needs, (b) referrals to appropriate school support staff, alternative programs, and community resources, and (c) continuous guidance in planning each student's classes so each student meets graduation and post-high school education requirements. Individualized reviews of student academic performance are integral to the student support services program. Our student support team members actively continue to plan and implement AB 1802 conferences to better support students and parents.

Focus for Improvement #1

Next school year, a full-time intervention specialist will be hired to work with counselors and provide extra individual counseling and group support for students with multiple Ds and Fs.

Focus for Improvement #2

Next school year, career and school exploration workshops utilizing the Choices program will take place with juniors in the computer lab. (These will be in addition to the workshops already completed with freshmen and seniors.)

Student Support Personnel Team

Student support is a team effort. The counselors design, implement, coordinate, and evaluate an equitable student support system that serves all students. Collaboration through coordination with other student support team members is an on-going and invaluable process.

All certificated team members hold appropriate credentials and certificates and meet the No Child Left Behind (NCLB) guidelines for highly qualified staff. Members belong to professional organizations such as Association of California Supervisors and Administrators, California Association of School Counselors, California Association for Bilingual Education, California Association of School Psychologists, Los Angeles County School Nurses Association, and the California Speech, Hearing, and Language Association. Student support team members' degrees are listed in the chart below.

| Team Member | Degree | Team Member | Degree |
|----------------------------|---|-----------------------------|--|
| Principal | Master Degree | Attendance Clerk (2) | High School Diploma |
| Assistant Principal (3) | Master Degree | Health Clerk | High School Diploma |
| Dean of Students | Doctorate Degree | Registrar | High School Diploma |
| Counselor (6) | Master Degree | Counseling Data Entry Clerk | High School Diploma |
| School Psychologist | Doctorate Degree Master Degree | Counseling Clerk Typist | High School Diploma |
| School Nurse | Master Degree | Campus Security Aide (3) | Bachelor Degree High School Diploma |
| Speech Therapist | Master Degree | Home Liaison | High School Diploma |
| District Data Base Analyst | Bachelor Degree | School Police Officer (1) | Associate Degree |
| Counseling Secretary (2) | Associate Degree High School Diploma | | |

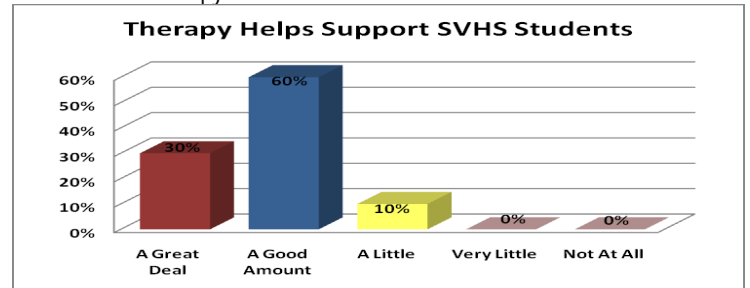
School Climate and Safety

At SVHS, we believe students achieve academically as well as personally when students and their families receive the services they need.

Counselors develop and maintain a variety of student support programs which include individual counseling and group counseling services, and group guidance presentations related to academic, career, and post-secondary plans. Counselors also provide individual counseling and interpersonal mediation, as well as class presentations and workshops on a variety of topics. In addition, student support team members hold conferences with at-risk students and their families in order to refer them to a variety of school and community programs and services. Student support team members monitor the campus during brunch and lunch time and passing periods to ensure student security. In these ways, the student support team takes an active role in maintaining a positive learning environment in which students feel safe and supported. In addition, the Assistant Principal of Discipline works with the school and district safety committees to develop and revise the School Safety Plan adopted by the district's Board of Education. As a result, the SVHS climate is positive and student security has a high importance.

School-Based Therapy

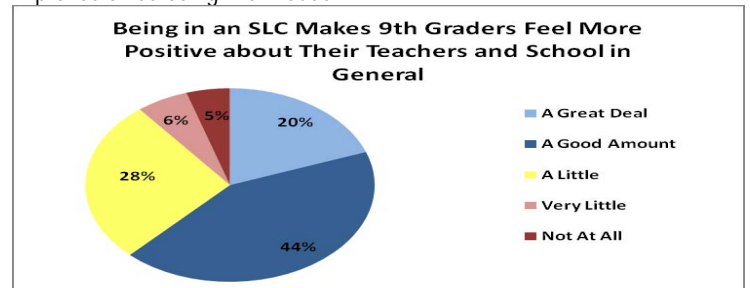
Several years ago, the counseling staff at SVHS identified an on-going need for increased student personal counseling services. Counselors took an active role in implementing an on-site counseling program. A registered marriage and family therapist intern from The Family Center counsels students with Medi-Cal who are struggling with personal issues. School counselors refer students to this program and monitor student progress. Students are seen on a weekly or biweekly basis by the therapist intern. A survey was given to all students who had been counseled five or more times. Ninety percent of students reported that therapy really helped support them. Ninety percent of students also said they would recommend the counseling program to their friends and other students if they needed it. Eighty-eight percent of students also reported feeling more self-confident as a result of the therapy.



Small Learning Communities

Historically, some of the students at SVHS have not felt very connected to the school. Small Learning Communities (SLCs) were created four years ago to increase student connectedness to school, accountability, and academic achievement. When students feel connected to school, they are both more motivated and engaged in the learning process and are also less likely to be disruptive. Counselors work with the SLC 9th, 10th, 11th and 12th grade houses. Counselors attend Student Intervention Meetings (SIMs) with students and their parents who have received numerous F grades. Counselors also meet individually with students in response to house teachers' and/or parents' requests to discuss student academic and/or personal problems and receive assistance. Counselors refer students to the appropriate school and/or community services as necessary.

SLCs have positively increased the feeling of student connectedness to the school. The graph below shows how SLCs have contributed to an increased feeling of school-connectedness. This data was gained from a student survey given to all of the 9th grade N House students. Sixty-two percent of students surveyed said that being in a "house" made them feel more positively about their teachers and school in general. Sixty-one percent of students reported that communication with their teachers has improved since being in a "house."

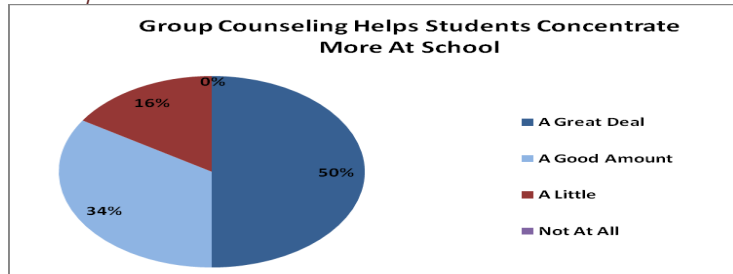


Student Results

The ASCA National School Counseling Standards are very important. They must be implemented by school counselors in order to effectively meet student needs and maximize student academic success. National School Counseling Standards guide the design and implementation of counseling programs at SVHS. The following student results demonstrate the design, implementation, and success of three programs implemented and maintained by the student support team. They reflect the student support team's efforts to implement the National School Counseling Standards into a comprehensive guidance program and effectively address students' needs.

Personal/Social Domain

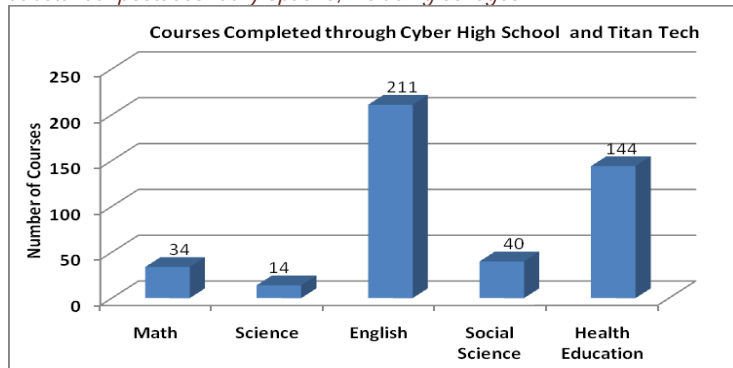
A registered Social Work therapist intern from Kaiser Hospital counsels young women who are struggling with personal issues. School counselors refer students to this program and monitor student progress. Students are seen on a weekly basis. An exit survey was given to all students who had been counseled during first semester. One hundred percent of students said they would recommend this program to their friends and peers. Ninety-two percent of students reported that talking about personal issues and feelings in counseling helped relieve some of the pressure and their stress either a great deal or a good amount. Eighty-four percent of students reported that group counseling helped them concentrate either a great deal or a great amount more in school. Eighty-three percent of students reported group counseling helped them feel a great deal or a good amount more positive. These results are tied to the Personal/Social Development National School Counseling Standard A which states, *"Students will acquire the knowledge, attitudes and inter-personal skills to help them understand and respect self and others."*



Academic Domain

Student Courses Made Up Through Cyber High School

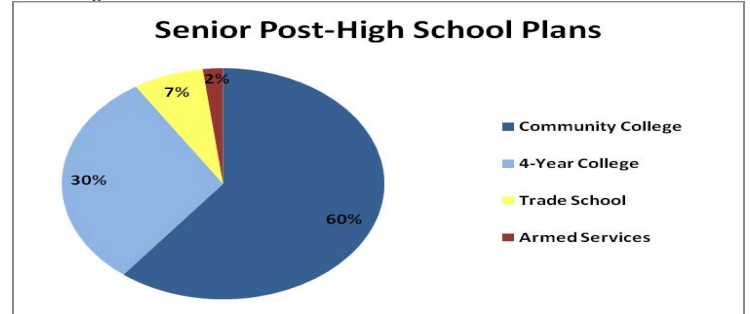
As a result of counselor coordination and supervision, 356 students have completed a total of 443 courses over the past two and a half years through the on-line Fresno County Office of Education California Pass (Cyber High School) and California State University at Fullerton (Titan Tech) programs. Counselors complete Cyber High School and Titan Tech referral forms, referring students who need to make up classes required for graduation, noting what specific classes need to be taken. Counselors supervise computer labs on Saturdays and sometimes after school for students to make up classes on-line. As a result of so many students making up classes, fewer students have needed to transfer to alternative educational programs such as continuation high school and independent study. These results are tied to the Academic Development National School Counseling Standard B which states, *"Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including colleges."*



Career Domain

During all four years of high school, counselors counsel students in regards to their career, college, vocation school, and military options. As a result, 100% of seniors last year had a career and college plan set in place before graduation. This was a direct result of individual meetings between students and counselors during the spring of each year of high school for students in grades 8 through 11 and during the fall for 12th graders. This was also a result of both grade-level parent nights and class presentations for grades 8 through 12. Also beneficial were career presentations and workshops for freshmen and seniors, four-year college application workshops for juniors and seniors, UC and CSU application and personal statement workshops for seniors, financial aid class presentations, Financial Aid Night for seniors, the Career Fair, and the Baldwin Park

Unified School District College Fair. Also valuable were SLC house college field trips for freshmen and sophomores, AB1802 conferences for at risk juniors and seniors and their parents, a field trip to Mount San Antonio College for seniors, as well as numerous parent and student conferences for students across grade levels. These results are tied to the Career Development National School Counseling Standard A which states, *"Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions."*



Community Partnerships / Resources

The student support team interacts with many individuals, agencies, and programs in order to meet the academic, career, and personal needs of Sierra Vista students. Community partnerships and resources are vital to the SVHS student support program. Our work with community partners both supports and enhances the delivery of our program and services. Individual, group, and family counseling, parent support groups and classes, medical and mental health services, and college preparation are among the many services that are provided by our community partnerships and resources. Community partnerships and resources are listed according to the three ASCA National Standard Counseling domains they support.

Community Partners:

Academic Partnerships with Advancement Via Individual Determination (AVID), Mount San Antonio College (Mt SAC), Citrus College, Rio Hondo College, Los Angeles Trade Technical College, the University of California, Baldwin Park Adult Education, and Los Angeles County Office of Education (LACO) provide a multitude of resources and services for students.

Example: Mount San Antonio College has a high school program on their campus through which students can make up classes which are required for graduation and/or four-year college admittance. Classes take place on weekdays during the late afternoon and evenings. In addition, Mt SAC pays for courses offered on our campus during the summer school session. Students take Mt SAC summer school courses to get ahead in classes and credits, taking such classes as Spanish and Algebra 2. Counselors refer students to both Mt SAC programs.

Career Partnerships with Regional Occupational Program (ROP), Work Experience, United States Armed Services, Career Partners, and Kaiser Permanente Work Preparation provide diverse resources and services for students.

Example: ROP classes allow students at SVHS to explore different career options and train for a variety of careers. ROP classes are available to students within their class schedule as well as after school. Certain ROP classes count for college credit. Some ROP courses, if taken for two years, give students the opportunity to work towards and/or complete a vocational certificate or license. Counselors register students for ROP courses. ROP classes may be taken during the 11th and 12th grades.

Personal / Social Partnerships with the Baldwin Park Family Center, Baldwin Park Police Department (Boot Camp Program), Baldwin Park Adult School, and East Valley Community Health Center provide numerous resources and services for students.

Example: The adult school offers two free parenting training and support classes, one in the morning and the other in the evening. Classes take place at SVHS. These classes are very helpful for parents who are struggling with teenage discipline and low grades. They learn effective communication, coping, and discipline techniques, and share ideas and advice with one another. If you are interested in taking this class, please call the Baldwin Park Adult School at (626) 338-5115.

Two Examples of Both a Parent and a Student Volunteer Activity

Parents volunteer to join counselors on college field trips, acting as additional supervisors. Parents also volunteer to supervise student testing sessions such as for the California High School Exit Exam (CAHSEE).

Students provide community service to the counseling department by photocopying packets for classroom presentations and workshops outside of class time. Selected students volunteer to assist teachers and counselors with technological problems, questions, and tasks.

Contact Information

If you would like to become involved in the student support services program at SVHS, please contact Mrs. Pamay-Ochoa at (626) 960-7741 extension 2023. Her email address is apamay663@bpsd.net.