



## Support Personnel Accountability Report Card 2010

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



### Temple City High School

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**School Year:** 2009-2010 [www.tcusd.net/schools/templecityhs/](http://www.tcusd.net/schools/templecityhs/) **Enrollment:** 1970

**Grades:** 9<sup>th</sup>-12<sup>th</sup> **Principal:** Mary Jo King **Assistant Principals:** Kevin Herington, Christopher Sewell, and Terry Sholty. **Guidance Counselors:** Kristen Castro, Stephen Chang, Martinne Gonzalez, Maria Ioele, Julie Jorgensen, and Deanne Sciarrotta.

**“Working together, to educate our students, to define their tomorrows”**

#### Principal's Comments

Temple City High School is a campus that is dedicated to the personal development of each student. Vital to our success is the Student Support Personnel Team (SSPT). The entire team's positive impact on the campus fosters a collaborative and safe environment that allows students to celebrate their individual differences. The National Standards are supported and used as a rubric to measure accountability and to evaluate the effectiveness of each program. Program and student data are regularly collected, analyzed, and used to prioritize our programs and services. These efforts are incorporated into our School Site Improvement Plan and enhance the School Accountability Report Card (SARC). They contribute directly to academic success and school safety as evidenced by student results. Focus for improvement areas last year included increased academic support and student knowledge of post high school options. The Homework Help Center after-school tutoring program was originally established for all students on Wednesday afternoons. In response to last year's goal the center is now open daily. Student tutors earn community service hours and are matched with their peers based on the course for which support is needed. The Armed Services Vocational Aptitude Battery (ASVAB) was administered to the entire junior class this year. Our Regional Occupational Program (ROP) Counselor conducted a vocational course survey to the entire freshman class with the intent of expanding our ROP course offerings for next school year based on student interest. Students who were deficient in course credits or did not pass one or both portions of the California High School Exit Examination (CAHSEE) continue to receive individual counseling sessions under guidelines of AB1802. Focus for improvement next year includes district, faculty, community, and school-wide collaboration in Response to Intervention (RTI) strategies. We will establish freshman bridging programs to improve the transition from middle school to high school and also focus on additional academic strategies built into the school day to support all students.

#### Student Support Personnel Team

**History of Growth and Development:** In 2006, Temple City High School's Guidance Department grew from four to six counselors as a result of AB1802 funding. The expansion of our Student Support Personnel Team (SSPT) has made it possible for the implementation of new programs in the academic, career, and personal/social domains. All of our school counselors and student support personnel are dedicated to fostering and maintaining an equitable student support system. We continue to grow and develop our programs yearly based on student need.

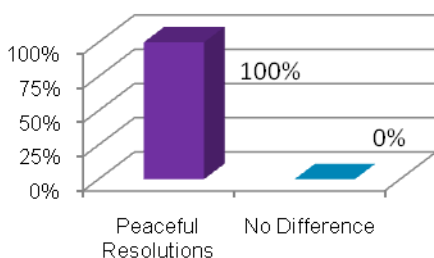
**The Team:** The SSPT, in addition to those profiled below, includes classified office staff, resource specialists, a speech pathologist, district translators, school security staff, school counseling interns, peer facilitators, peer listeners, and a school resource officer. Certificated members hold the appropriate credentials in compliance with No Child Left Behind (NCLB) guidelines and all are actively involved in their respective professional organizations. Collectively, our team represents over 350 years of evaluation and accountability of programs and services based on the National Standards.

Team Member	Education/Credentials
Administrative Team: Principal (1) Assistant Principals (3)	Master's Degree; Administrative and Teaching Credentials; Pupil Personnel Services (PPS) Credential (1)
Counselors (6), ROP Counselor (1)	Master's Degree; PPS Credential; Teaching Credential (3)
School Psychologist (1)	Master's Degree; PPS Credential; School Psychologist License
School Nurse (1)	Bachelor's Degree
College/Career Technician and Guidance Clerk	Various Levels of Education

#### School Climate and Safety

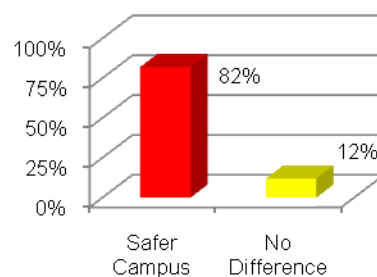
The guidance team assists with planning for school safety and rehearses the procedures for campus emergencies with staff and students on a regular basis. The counselors also contribute to the administrative School Safety Committee that is responsible for bringing concerns or changes to the Temple City Unified School District's Board of Education for review. Examples include classroom lessons, special events, conflict mediations, and daily availability to students as needed. One outreach that helps to promote a safer school climate is the Peer Listener program. Peer Listener participants are trained for more than a full year to listen confidentially to the concerns of other students. A Peer Listener is on duty most periods during the school day. Currently there are 13 trained Peer Listeners, 69 trainees, and four facilitators. Peer Listener translators provide confidential services for students in Spanish, Cantonese, Vietnamese, and Mandarin.

**Peer Intervention and Conflict Resolution**



One hundred percent of students surveyed reported peaceful conflict resolutions following peer intervention.

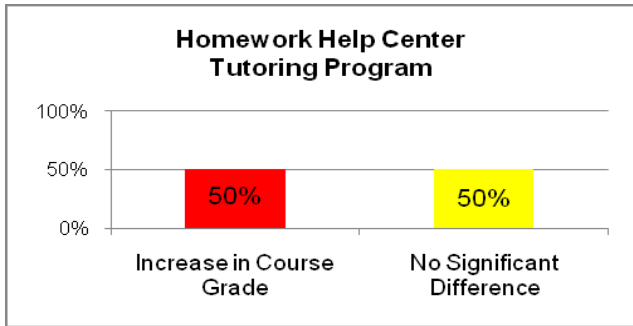
**Peer Listener Program and Safer Campus**



Eighty-two percent of students and staff surveyed feel that the Peer Listener program contributes to a safer campus.

## Student Results

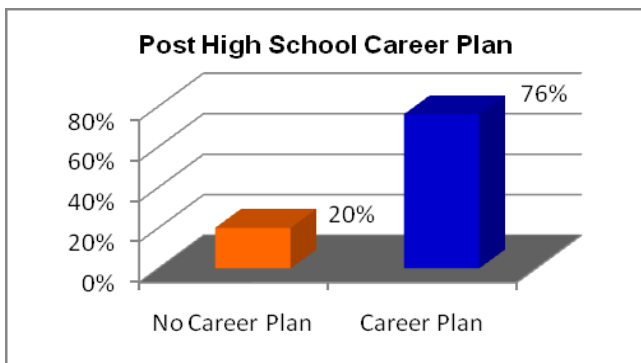
The quality of our guidance program is determined through regular evaluations and assessments. All programs are developed using the American School Counselor Association (ASCA) National Standards for School Counseling Programs as a guide. Health screening, surveys, and standardized test results are analyzed and used to target areas of improvement based upon student need. Data collection is vital to the design and implementation of our program and is an ongoing process.



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

### Academic Interventions:

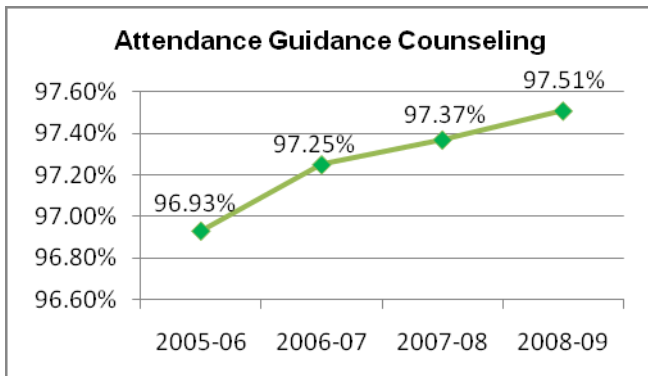
Guidance counselors meet individually every six weeks with students who receive one "F" or more than one "D" on a progress or semester grade report. The Homework Help Center provides tutoring and support for struggling students. This program is maintained and operated through the Guidance Department. Services were extended from one day per week to daily this year. **As a result, fifty percent of students who attended three or more sessions showed grade improvement in the courses for which they received tutoring.**



**Career Development Standard C:** Students will understand the relationship between personal qualities, education and training, and the world of work.

### Career Development Planning:

In an effort to increase awareness of post high school options and career planning, the Armed Services Vocational Aptitude Battery (ASVAB) is administered to all junior students. Last year, students who took the exam expressed a need to learn more about career options available to them after high school. Twenty percent stated that they had no current career plan. **Following individual interpretation of their ASVAB testing, seventy-six percent of students had developed a post high school career plan using their ASVAB results and personality interest inventory.** Due to the success of the program, the ASVAB will continue to be administered to the entire junior class yearly.



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

### Personal/Social Guidance Counseling:

Guidance counselors work with students to help them understand the importance of personal responsibility and accountability in decision making. Counselors meet individually with students who have more than three trancies or four tardies in any of their courses based on teacher referral. Attendance goals and strategies for improvement are discussed. **As a direct result of guidance counselor attendance intervention and goal setting, students are making responsible choices and course attendance continues to show a yearly increase.**

## Community Partnerships/Resources

Community partnerships and volunteer opportunities are essential to the success of our guidance program. These collaborations enhance the quality and effectiveness of our student support programs. Some examples of their contributions include community service opportunities, professional speakers, parent mentors, various scholarships, family counseling services, reduced cost medical care services, and a wide variety of experiential opportunities.

**Academic Resources:** Partnership with the Dr. Doug Sears Learning Center provides credit recovery services and alternative learning environments for students with special needs. Counselors from each site work together to transition students between facilities. Community college courses for advancement are offered through partnership with Pasadena Community College (PCC) on select evenings on the Temple City High School campus.

**College/Career Resources:** California State University, University of California, private school and local community college representatives are on site in the Career Center at various times helping students with post high school information and planning. The L.A. County Regional Occupational Program (ROP), Local Armed Services Recruitment Offices, and the L.A. County Sheriff-Explorer's Program also offer continuous vocational options for students.

**Personal/Social Resources:** The support team collaborates with the Asian Pacific Family Clinic, Department of Children and Family Services, Los Angeles County Office of Education (LACOE), L.A. County Sheriff Department, and the Institute for Girl's Development.

**Volunteer Opportunities:** Every other year, parents, community members, Mothers Against Drunk Driving (MADD), Temple City Hall, and our local sheriff, fire department, and hospital staff collaborate with the guidance counselors to present, "Every 15 Minutes", an extensive program informing students about the dangers of drinking alcohol and driving. Recent graduates return yearly from their respective colleges, technical schools, and military assignments to form graduation panels and answer questions for seniors about post high school life and planning. Over seventy-five community members speak to students during career events held each spring. Speakers share valuable information about their work experiences and educational backgrounds. Those interested in volunteering for the Career Fair or Career Day may contact our Career Technician, Laurie Bryden, at (626) 548-5000 x1544 or by e-mail at [lbryden@tcsud.net](mailto:lbryden@tcsud.net). Volunteer opportunities for Mandarin speakers are available through our parent liaison, Teresa Hsieh, at (626) 285-0198. Additional volunteer opportunities can be found by visiting [www.templecity.k12.ca.us](http://www.templecity.k12.ca.us) or by contacting the guidance department at (626) 548-5057.