

2010 Support Personnel Accountability Report Card

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



Oak Avenue Intermediate School

Grade Levels: 7 and 8 Enrollment: 903

6623 Oak Avenue, Temple City, CA. 91780

Web: www.teusd.net/schools/oakaveint

Principal: Mr. Lawton Gray

Counselors: Mrs. Donna Cleman, Ms. Lori Johnson

(626) 548-5060 (office) (626)548-5170 (fax)

District: Temple City Unified School District

Assistant Principal: Mr. Daryl Topalian

Psychologist: Mr. Michael Schaller

"Working together, to educate our students to define their tomorrows"

Principal's Message

The Support Services Program at Oak Avenue Intermediate School is based on stated goals and student competencies adopted from the ASCA (American School Counseling Association) National Standards for School Counseling Programs. Our program is comprehensive, proactive, results-based, and accountable. It reaches all students and is an integral part of the total educational program. Program components include; 1) curriculum, 2) individual planning to help students establish personal goals and develop future plans, 3) responsive services, and 4) system support. The program is planned, coordinated, and managed by credentialed counselors with support and assistance from school administration and office staff. We have outside support from community-based service providers and university counseling interns. Our guidance program is aligned with our School Site Plan and coordinated with our school goals. The SPARC enhances the school SARC (School Accountability Report Card) and provides an important addition to school safety. Our student support team, which includes our school counselors, school psychologist, and administrators, meets bi-weekly to discuss individual student needs and program results. Included in this planning are strategies for implementing the requirements of the AB 1802 Supplemental Counseling Program which is supported by our Board of Education. These efforts by our student support personnel team play a vital role and contribute directly to academic success and school safety as evidenced by our student results.

The goals outlined in our focus for improvement last year were successfully met. We have increased our community partnership in the career domain by hosting career day lunch time activities. Representatives from different professions, including the Police and Fire departments, have spoken to our students and discussed career opportunities. We also have increased the level of support for our at-risk students and supplied additional aid to our Special Education and English Language Development students by including them in our "Promoting Success" program. This year, through student input, staff discussion and parent input, we have prioritized two focus areas for next year: 1) Increase the awareness of diversity in our multicultural community, and 2) Increase parent involvement through interactive workshops.

Student Support Personnel Team

History of Growth and Development: Oak's Guidance Department was created in 1994 with the hiring of one full-time school counselor to work with the school psychologist already assigned two days a week at Oak. Since Board adoption of the TCUSD Comprehensive Guidance Program in January 2000, our team has increased to two full-time counselors. School counselor interns from several local universities work with the credentialed mental health professionals to help implement the program.

The Team: Our student support team, in addition to those profiled below, includes our classified office staff (Ofelia Arroyo and Carolyn Downing, and Lynn Pagliotti), our speech/language pathologist (Jill Pederson), our library staff (Bonny Wilson, Liz Arellano, and Denise Wong), our custodians (Will Sabalbuero, John Disney, Eduardo Henriquez, and Bobby Dominguez), our security guards (Rachel Millanponce and Tito Rodriguez), and our graduate interns (Sandra Jarrous, James Yokoyama, and Penny Tucker). These individuals, along with those listed below, help in countless ways and represent a combined 285 years in education. All of our mental health professionals belong to professional organizations in their respective disciplines, such as California Association of School Counselors, and many hold places on advisory and executive boards. All certificated team members also meet No Child Left Behind guidelines for highly qualified staff. Our program is designed, coordinated, and implemented by our primary support services team, profiled below.

Name	Position	Degrees
Lawton Gray	Principal	Master's Degree
Daryl Topalian	Assistant Principal	Master's Degree
Donna Cleman	Counselor	Master's Degree
Lori Johnson	Counselor	Master's Degree
Michael Schaller	Psychologist	Two Masters' Degrees
Lynn Frontuto	Site Lead Secretary	Some College
Louise Huff	Health Assistant	Associate of Arts Degree
Jane Wong	Asian Youth Specialist	Bachelor's Degree

Acknowledgements: Counselors regularly evaluate the effectiveness and equity of the support system for all students. Along with the assistant principal and classroom teachers, counselors routinely team-teach guidance lessons in all core classes as well as physical education classes. The success of our student support program is attributed to our entire adult population (administrators, teachers, classified employees, parents, and other community members) as our program is implemented in collaboration with the entire Oak staff.

School Climate and Safety

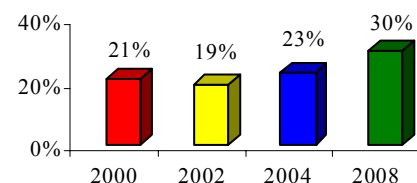
We continue our push to create a safe campus and a culture of learning, and we have carried this theme throughout the programs and activities of our student support team. Research shows that when students have a sense of connectedness at school there are lower rates of substance abuse, violence, and early sexual activity.

Where Everybody Belongs (WEB) is a program designed to build connections for incoming 7th grade students to their peers and staff members at Oak. Eighth grade students are trained to be peer leaders and role models, leading incoming seventh grade students through activities that promote relationship. To assist in their character education enrichment, all seventh grade students receive two different lessons instructing them in the harm to their reputations and to the reputations of others that is created by rumors and gossip. These lessons are delivered with eighth grade WEB leaders.

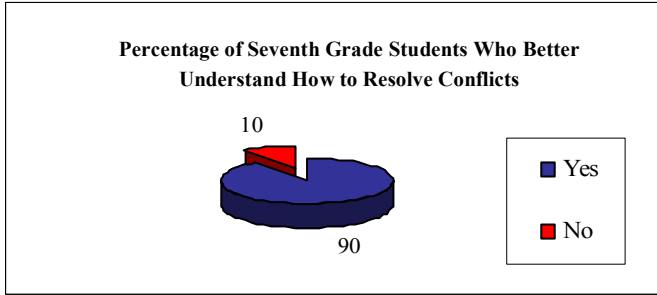
Creating an environment where students feel safe is a priority at Oak. The graph at right shows the progress that has been made since 2000 to help prevent violence-related behaviors, enabling students to feel safer at school. The figure of 30% of Oak students feeling "very safe" when on campus compares favorably to the California state average of only 18%.

The District Guidance Team received a grant from the Board of Education to develop the prevention and preparedness components of the mental health crisis intervention plan. These components were integrated into the school safety plan for each school site and guide mental health activities in times of crisis.

California Health Kids Survey: Percentage of Students Who Feel Very Safe at School (no data for 2006)



The Oak Avenue Museum of Tolerance is another project designed to promote a sense of safety for students through acceptance of diversity. The museum features print and film media, some of which is produced by Oak students, that reflect personal experiences with issues of harassment. All seventh grade students tour the museum in the spring each year. During their visit they are encouraged to end harassment on our campus through the "Break the Chain" exhibit where they break off a paper chain, tear it up, and sign a pledge to stop bullying. The graph below reflects that 90% of our students visiting the museum better understand how to handle a conflict.



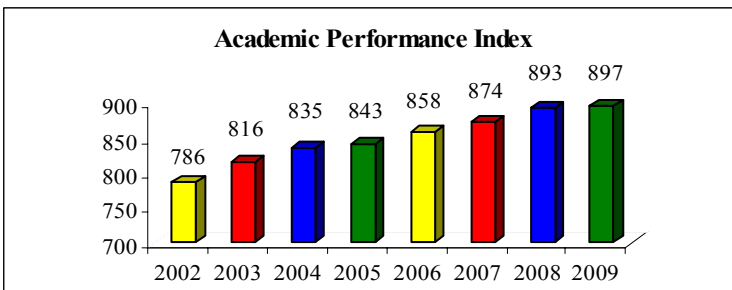
Teamwork extends beyond student programs. A shared desire for student success has increased trust and opened more direct lines of communication between parents and staff. Our safe school hotline, (626) 548-5110, is well-used. Parents and students alike trust that we will respond to their concerns.

Student Results

Student results are a vital component of the accountability system for our program, which is based on stated goals and student competencies adopted from the National Standards for School Counseling Programs. Reports of student outcomes, which include process, perception, and results data, ensure that our program is being carried out and that students do, in fact, have the competencies needed in each domain and at each educational level. The results are used to make decisions regarding program improvement. We now ask the question, "How are students different because of our student support program?" Our student results help answer that question. A sample of student results attained this year in three domains of guidance:

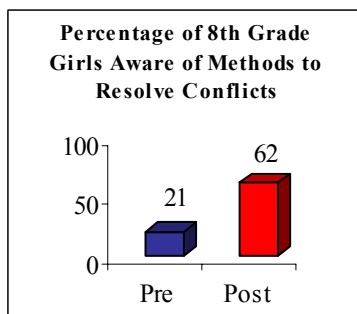
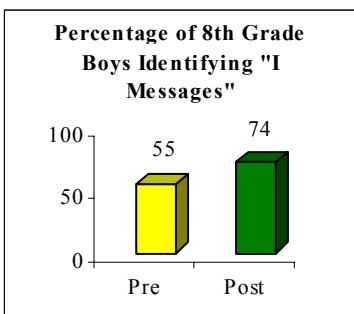
Academic Domain, Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Students have improved their test-taking skills by learning a program called "PIRATES" which is a mnemonic device (memory aid) to teach those important skills. These lessons are team-taught with the academic counselor and seventh grade social studies teachers, and our Academic Performance Index (API) scores have gone up significantly, as shown in the following graph:



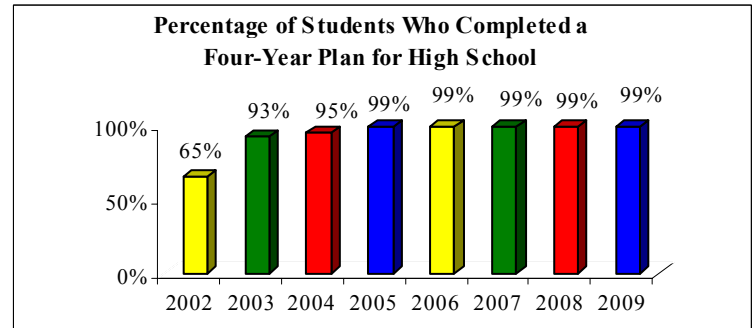
Personal/Social Domain, Standard A: Students will acquire the attitudes, knowledge, and inter-personal skills to help them understand and respect self and others.

The personal/social counselor delivered guidance lessons designed to help students identify techniques to reduce the number of conflicts on the Oak campus and to increase their knowledge of conflict resolution skills. The graphs below show the results of the lessons. Graph #1 details the results of a pre- and post-test with 8th grade boys and their ability to correctly identify the ways an I-Message helps to resolve conflicts. Graph #2 reflects pre- and post-test results for 8th grade girls and their ability to correctly identify appropriate responses to situations involving disputes with others.



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

Counselor-led guidance lessons in all eighth grade science classes, utilizing *Getting Ready for High School*, assured that 99% of our eighth grade students have an action plan for high school.



Community Partnerships/Resources

Our student support team coordinates and collaborates with a significant number of agencies that bring unique talents and opportunities to Oak. These community partners provide referrals, resources, supervision, expertise, mentoring, college and career preparation, and other mental health services to our students and parents. Student goals and 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

Personal/Social

- Asian Pacific Family Center — School, Community and Law Enforcement (SCALE) program mentor
- Rachel's Challenge
- Los Angeles County Sheriff's Department, Temple City Station and Family Crimes Bureau
- Department of Children and Family Services
- RESCUE (District Attorney, Los Angeles County/Firefighters Youth Program)
- Interquest Detection Canine Services
- Los Angeles County Psychiatric Mobile Response Team (PMRT)
- Kiwanis Club (holiday support to needy families and student recognition)

Career

- California State University, Los Angeles (practicum for graduate students in group and individual counseling)
- Bridges Corporation, Online Career and Education Solutions (guidance lessons which allow students to create an electronic career portfolio and a learning style inventory)
- Arcadia Police Department and Temple City Fire Station (career speakers)

Academic

- Los Angeles County Office of Education
- SELPA (Special Education Local Planning Area)
- Local universities (California State University, Los Angeles, Point Loma University, and the University of La Verne) send graduate interns and field work candidates who provide academic counseling to our students. Study skills lessons were taught to many summer school students.

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.

- Parents are involved in the student support program by volunteering for the Sixth Grade Orientation Day in May when sixth grade students from our feeder schools spend the day at Oak learning about electives, core classes, and other activities available to them in middle school.
- We survey our parents as to their perceptions of student needs in terms of guidance.
- Members of our Parent Teachers Association (PTA) and School Site Council (SSC) review and validate our SPARCs.
- Parents and guardians serve as translators at our counselor-led parent workshops and our AB 1802 meetings. Translators for our non-English speaking families are available upon request for parent/teacher meetings. They also help us to translate our written communications.
- Parents serve on our Guidance Advisory Council and offer suggestions for program development.

Please direct your request for involvement or assistance in our guidance program to either of our counselors: Mrs. Cleman (dcleman@tcusd.net) or Ms. Johnson (ljohnson@tcusd.net), both at (626) 548-5060.