



2010 Support Personnel Accountability Report Card (SPARC)

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

Dry Creek Joint Elementary School District Silverado Middle School 2525 Country Club Lane Roseville, CA 95747 www.drycreek.k12.ca.us
 Phone: (916)780-2620 Fax: (916)780-2635 School Year: Modified Traditional Grades Levels: 6-8 Enrollment: 1020
 Principal: Priscilla Rasanen Assistant Principals: Joan Moore & Marty Alberti Counselors: Marisa DelCarlo, Jillian Glende, David Ward

Principal’s Message

It gives me great honor to present Silverado Middle School’s (SMS) Support Personnel Accountability Report Card (SPARC). The purpose of the Student Support Personnel Team (SSPT) is to support a comprehensive system of prevention and intervention to enhance our philosophy of an intellectually stimulating learning environment for all students. Our SSPT and counseling department follow the American School Counseling Association’s (ASCA) National Standards for School Counseling as a foundation for our student support program. The SSPT plays a vital role in student safety and supports students in their academics, personal/social needs, and prepares them for high school and postsecondary options. This team is highly valued by the entire school community. In order to maintain responsive services to our students, we have set two goals for the SSPT for this year 1) counselors will do “make up” sessions for students who are absent during the Six Year Planning workshops, 2) implement small counseling groups to support the skills needed for academic success. Dry Creek Joint Elementary School District is committed to this student support system and our SPARC will be incorporated in our school’s Single Plan for Student Achievement document.

Student Support Personnel Team

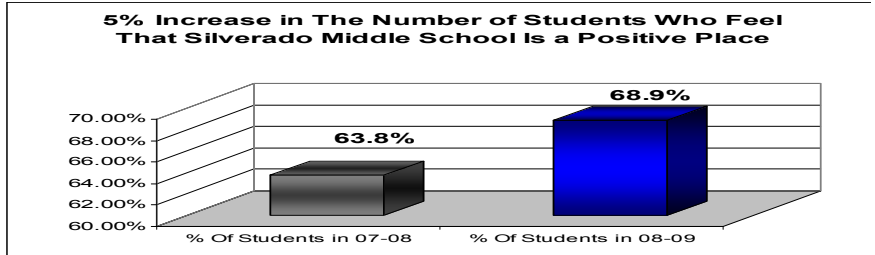
Silverado’s SSPT serves all 1020 students in 6-8 grades. We are a safe community of learners because of the extra support given our students and our families by this professional staff. Recognized as an outstanding example of middle school construction design, the counseling center is located at the heart of the campus because we recognize that our school counselors play an important role in creating an equitable student support system. The Silverado SSPT is dedicated to working in collaboration with the entire staff, including administration, teachers, classified employees and other support personnel. SMS actively participates in Professional Learning Communities (PLC) to assess and respond to our student needs. Our team members hold appropriate credentials and meet the No Child Left Behind (NCLB) guidelines for highly qualified staff. Our SSPT members also hold memberships to several professional organizations such as: American School Counseling Association, American Speech-Language and Hearing Association, California Speech-Language-Hearing Association, California Teachers Association, Association of California School Administrators, National Association of School Psychologists.

Student Support Personnel Team Highlights

Certificated Staff	Education
Principal (1), Assistant Principals (2), Counselors (1.75), School Psychologist (1), Speech & Language Pathologist (1), Nurse (1)	Bachelors Degrees, Masters Degrees, Administrative Services Credentials, Multiple/Single Subject Teaching Credentials, Pupil Personnel Services Credentials in School Counseling and School Psychology, Cross-cultural, Language and Academic Development (CLAD) Certificates, National Certification in School Psychology, School Nurse Credential, Registered Nurse, Clinical or Rehabilitation Services Credential, California Speech-Language Pathology and Audiology License
Classified Staff	
Secretary (1), Middle School Clerks (3)	Some College, Bachelors Degrees, Secretarial Administrative Credential, High School Diplomas

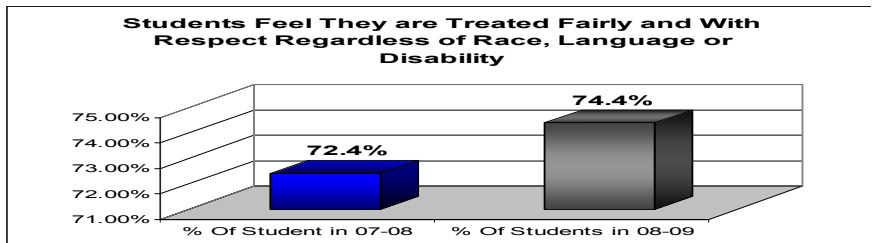
School Climate and Safety

The Silverado SSPT is committed to making a difference in the lives of students. Counselors have developed and implemented successful programs that positively impact the school’s climate and safety. Members of our SSPT serve on the district’s Prevention Council, Crisis Response and School Climate committees. Through such committees, the School Safety Plan is updated and presented to the district’s Board of Education for adoption. The SSPT, along with teacher advisors, coordinates programs such as Where Everybody Belongs (WEB), peer tutoring, and selecting teacher assistants. Counselors conduct any needed conflict management sessions, support positive behaviors with students, as well as conducting classroom presentations regarding sexual harassment and bullying to reinforce school discipline policies and teach students how to respond to these problems. Throughout the year, counselors also connect with and orient new students to the school. Student handbooks with school policies and procedures are also distributed to all students. Each year our school conducts a school climate survey with our students, which documents the effectiveness of our SSPT and other educational staff. Some of the results are highlighted here.



(Above) In the 2008-2009 school climate survey, the number of students who report that Silverado is a positive place increased by 5% over the previous 2007-2008 school year.

(Below) More than 74% of students reported that they are treated fairly and with respect regardless of race, language or disability on our 2008-2009 school climate survey.

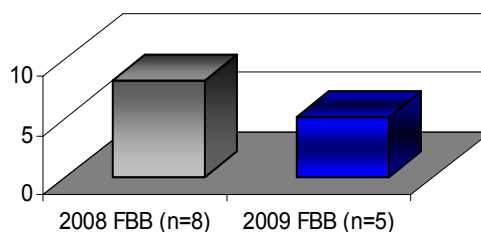


Student Results

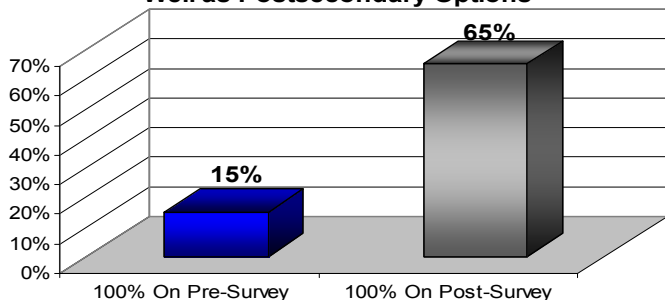
Our SSPT collaborates with teachers to support all students in achieving their potential by charting and monitoring student California Standards Test (CST) scores, providing workshops on creating six-year plans to prepare them for future careers, and documenting intervention strategies. Student results are gathered and the data drives the responsiveness of our SSPT. Three examples demonstrating our efforts are highlighted below utilizing the ASCA National Model.

Academic Domain *Standard 2: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.* In the 2008-2009 school year, our part time credentialed counselor worked individually with 7th grade students who had Far Below Basic (FBB) and Below Basic (BB) CST scores and their parents. Counselors also provided resources and information to help increase their CST scores. Students also worked on goal setting and creating Six-Year Academic Plans for grades 7-12. In 2009-2010, we evaluated the effectiveness of these meetings and we found that 37.5% of the student CST scores increased by one or more proficiency levels from 2008 to 2009.

37.5% of The 7th Grade Students Who Were FBB in 2008 Were No Longer FBB in 2009



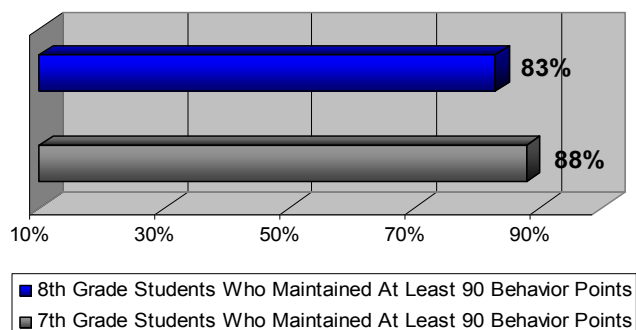
Increase In Student Awareness of Middle School and High School Graduation Requirements as Well as Postsecondary Options



Career Domain *Standard 6: Students will understand the relationship between personal qualities, education training and the world of work.* All students in 7th and 8th grade participated in workshops to create Six-Year Academic Plans to prepare for postsecondary options including college, career, or military service. A survey given on this information prior to the presentations showed that only 15% of students were aware of the necessary middle school and high school requirements to acquire postsecondary education and career choices. After evaluating the post-survey, there was an increase to 65% in student awareness of these requirements.

Personal/Social Domain *Standard 7: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.* SMS counselors, administrators and teachers meet monthly to develop strategies to help our low performing students build positive school connections. By encouraging positive student connections our students acquire self-confidence, problem solving abilities, and are able to demonstrate a high level of responsibility for citizenship. All students begin each academic year with 100 behavior points. Our focus students are able to maintain high point levels, in fact, 95% of 7th graders and 83% of 8th graders who we have focused on have maintained over 90 behavior points and are rewarded with being able to participate in school activities which further fosters positive school connections.

Building Positive School Connections Builds a High Level of Responsibility For Citizenship



Community Partnerships & Resources

Our SSPT realizes that we play an important role in the community and the larger educational system. Not only do we foster and value relationships with our parents and our surrounding schools, but we have worked hard to develop many community partnerships to bridge the school-to-community gap. Some of the ways our community partners contribute to the SSPT's success are through providing specialized consultations, mental health services, health insurance, professional speakers, donations, and college/academic information. The following are only some of the community resources we utilize:

Academic

Digging for Excellence Academic Recognition Program
 CSU Sacramento Academic Talent Search
 Roseville Joint Union High School District
 Placer County Office of Education
 Advancement Via Individual Determination (AVID) Institute
 Gifted and Talented Educational Program
 PowerSchool
 Parent Teacher Association
 California Junior Scholarship Federation

Career

A-G Requirements for College
 Roseville Police Activities League
 Roseville Joint Union High School District's College and Career Night
 Roseville Chamber of Commerce

Personal/Social

Love and Logic & Parent Project
 Roseville Police Department
 Where Everybody Belongs (WEB) & Second Step Bully Prevention
 City of Roseville Parks & Recreation
 Placer County Assistance League & California Children's Services
 Placer County Mental Health Department
 District Homeless & Foster Youth Services,
 Placer County Child Protective Services

If you would like more information about our Student Support System or would like to get involved, please contact Jillian Glende at (916) 780-2620 or by e-mail at jglende@drycreek.k12.ca.us.