Support Personnel Accountability Report Card (SPARC) 2018–19 Instructions

Submission deadline is March 15, 2019, at 5:00 p.m.
Late submissions are not accepted.

The SPARC requirements, student outcome lists, and helpful hints needed to complete your SPARC are in these instructions, which are also posted online. Use them to complete your SPARC.

The SPARC process has four steps:

1. Setting up a new or accessing an existing account.
2. Complete your SPARC.
3. Submit your SPARC for review.
4. Review by the California Department of Education.

1. Setting up a new or accessing an existing account.

Your school must have a SPARC account to participate. Each school is limited to one account.

If you do not have an account and would like to participate, complete the [Create Your Own SPARC Signup form](#). You may also access this form from the SPARC Online homepage.

Note: When establishing a new account, your official SPARC contact for your account **must be** a permanent school site employee with a school or district domain email address. Your official contact cannot be a student intern or other non-permanent staff.

2. Complete your SPARC.

Before typing your content into the SPARC Online application, use the template at the end of this document to organize and peer review your information. Once you are satisfied with what you have written, cut and paste your information into the SPARC Online application. The template is also posted on the [SPARC Instructions webpage](#) as well as on the Welcome to SPARC Online page inside your account.

3. Submit your SPARC for review.

Approvals: While your SPARC does not require digital signatures, it does require approval from specific individuals.

Inside your account is an Approvals section. Type in the names of the people who have written, edited, or confirmed the information and/or approved the submission.

This list must include all members of the Student Support Team, one parent, one student representative, the Principal, and the Superintendent (or CEO).

> **Important**: Inclusion of a person's name in the Approvals section signifies she or he participated in, approved of, and/or granted permission to post your SPARC online.

Submission: Submit your completed SPARC electronically via the SPARC Online Application. When you select "submit", your SPARC will be forwarded for review and you will be redirected to the survey. You must complete the survey to complete the submission process.

When you download a copy of your SPARC after submitting it for review, the word "Draft" will appear on the bottom of page two. This will change to the official SPARC Seal once your SPARC passes the review.

Questions or notifications about your SPARC will be emailed to your official school contact person (named on your signup form). This person must be a permanent, full-time school employee. Your SPARC may be *developed* by a graduate student intern but your intern *cannot be the official contact*.

4. Review by the California Department of Education (CDE).

The CDE will review SPARCs for adherence to the content and formatting requirements as described in these instructions. **Schools** are solely responsible for the accuracy, timeliness, and completeness of the information and data contained in their SPARC. Approval of a SPARC is contingent on meeting all content and format requirements.

The CDE reviewers will check to see if all the requirements have been met.

Thoroughly review the Instructions, use the Template, and Submission Review Checklist to ensure your SPARC will be approved.

> **Important**: Your student outcome data and your outcome narratives must match.

The SPARC Template is included with these instructions and will help you meet the character count limits, spot typos, and grammatical errors. Using the template will keep you from losing your data in case technical glitches occur when typing content directly into the online application. The template is also posted on the [SPARC Online Instructions page](#).

The SPARC Submission Review Checklist is also included with these instructions and will help ensure you have included all required content for each section of the SPARC. The checklist is also inside your account.

Your SPARC is a professional document that will be available to a world-wide audience. SPARCs with errors cannot be posted. Here are some common errors to avoid:

- Missing content. Leaving out required content.

- Writing mistakes (spelling, grammar, punctuation, capitalization, verb agreement, possessives, plurals, sentence structure, and word choice [using "council" when you mean "counsel"]).

- Inconsistent acronyms or initialisms (referring to your school by its official name then using a variety of shortened versions or initialisms).

- Using symbols like ampersands (&) and ellipsis (…).

Approved SPARCs receive the SPARC Seal and a SPARC Certificate of Participation and are posted on the CDE's California Career Resource Network's website.

Required Content

Below are the detailed content requirements for each of the five SPARC sections:

1. Principal's Message
2. Career and College Readiness Student Outcomes
3. 21st Century Skills
4. School Site Programs and Community Partnerships
5. Student Support Team

The following information is inside your online application in their respective sections so you can refer to them while completing your SPARC.

Principal's Message

In this section, your narrative should describe the role of the school's student support system and team in promoting student career and college readiness.

Required Elements

1. Must include a statement on the school's efforts to support all students in becoming career and college ready.

2. Must include a statement on making/keeping your school environment safe with a climate conducive to career and college readiness success.

3. Must include one or two career and college ready goals the Student Support Team (SST) hopes to achieve in next year.

4. Must include a statement regarding the alignment of your SPARC to your school's Local Control Accountability Plan or Single Plan for Student Achievement. (*This requirement does not apply to adult education programs, private schools, or charter schools.*)

Helpful Hints

Review the SPARC examples included at the end of this document. They are also posted on the SPARC Online Instructions webpage.

- The SPARC provides an opportunity to highlight the leadership of your SST in helping students become career and college ready. The Principal's Message should highlight the work of the SST in meeting the school's career and college readiness work and goals.

- Your school's School Accountability Report Card (SARC) may contain useful content for this section. You can find your school's SARC at the CDE webpage, "Find a School Report Card".

Career and College Readiness Student Outcomes

In this section, you will provide evidence documenting the impact your SST is having in helping students develop career and college readiness knowledge and skills.

> Definition of Student Outcome: Student Outcomes are measurements of student achievement. Outcomes must indicate the end result of student work: graduation, activities or workshops completed, assessment results, certifications earned, new knowledge acquired as indicated by assessments taken, etc. *Participation in a course or program is not a student outcome.* "Results" mean the knowledge, skills, or abilities a student acquired.

When selecting your student outcomes, keep in mind:

> **Career readiness** outcomes indicate a student is gaining the skills and knowledge necessary to proceed to the next step on a chosen career path, whether that path is postsecondary career-related coursework, industry certification, or entry into the workforce. Employability skills and technical, job-specific skills related to a specific career pathway are essential in any career area.

> **College readiness** outcomes indicate a student is gaining the skills and knowledge necessary to succeed in credit-bearing courses in college. "Success" is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses.

Required Elements

Student Outcomes Introduction

Write a general narrative describing the importance of student outcomes in evaluating program effectiveness. Reference the two outcomes you select in the career and college readiness categories.

Student Outcome Selection

Select an outcome from the dropdown menu for each of the two categories: Career Readiness and College Readiness. You must select one outcome for each category.

Each outcome has a narrative textbox where you will describe and explain the outcome you selected.

1. In each outcome narrative, you must include the data that describes your chart and matches the outcome you selected.

2. Explain the SST's role in obtaining the outcome results. To help show the connection between SST efforts and the outcome results, use language like "Members of the SST supervised, provided technical assistance, arranged for resource allocation, monitored, taught/led groups, coordinated, contributed, etc."

3. Select the type of chart you want (bar or pie), type in your labels (Year, Grade, Other) and data in the appropriate textboxes, then select "preview chart" to review your chart.

Helpful Hints

Review the SPARC examples included at the end of this document. They are also posted on the SPARC Online Instructions webpage.

Working with Charts

You can compare your data in a variety of ways such as

- year-to-year (2017 to 2018),
- a series of years (2016, 2017, 2018),
- across grades in one year (8th, 9th, 10th grades in 2018),
- or any comparison that makes sense for the data you plan to use.

The following examples show how the data you enter is converted into the chart that appears on your SPARC.
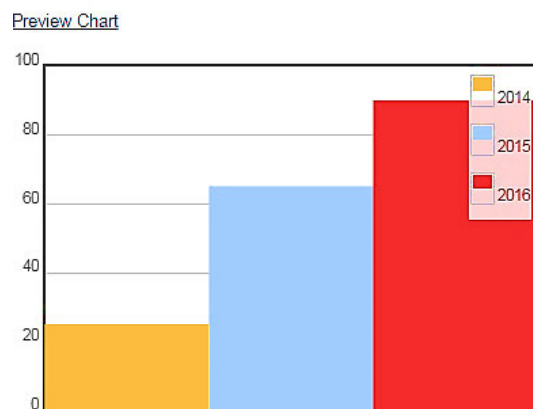
Example 1.

The outcome is completing a college options project and the data show a three-year comparison using a percentage of students:

You enter your data

Chart

| Bar (numbers) | ▼ |

Year, Grade, Other — Number of students
2014 — 25

Year, Grade, Other — Number of students
2015 — 65

Year, Grade, Other — Number of students
2016 — 90

SPARC generates your chart

Preview Chart

In Example 1, the years (2014, 2015, and 2016) become your chart's legend to identify your data. Your data becomes the bars in the chart.

Example 2.

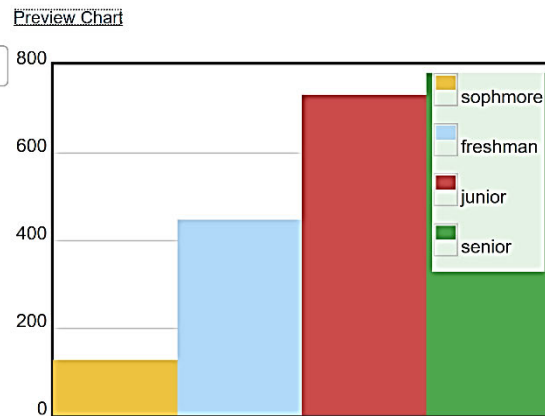The outcome is the number of students that can clearly describe their postsecondary goals:

You enter your data   **SPARC generates your chart**

In Example 2, students' grade levels become your chart's legend to identify your data. Your data becomes the bars in your chart.

Example 3.

The outcome is workplace habits practiced and documented and the supporting data are the number of students participating in school activities that build workplace habits:
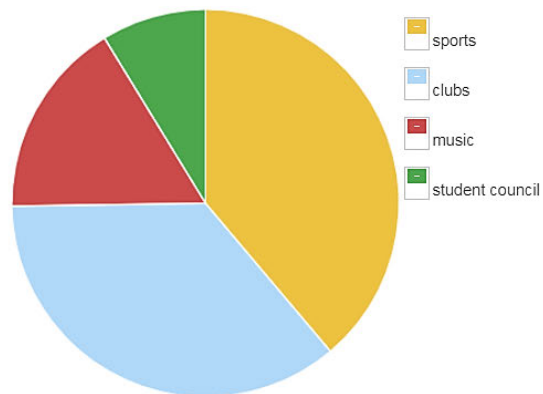
You enter your data   **SPARC Online generates the chart**

In Example 3, the activities (Sports, Clubs, Music, and Student Council) become your pie's legend to identify your data. Your data becomes the pie pieces.

Student Outcomes Dropdown Menus

You will choose one outcome from the Career Readiness dropdown menu and one outcome from the College Readiness dropdown menu. Here are the dropdown menus:

Career Readiness Options

- Academy Graduation
- ASVAB Career Exploration Program Completed
- California Career Center Assignment Completed
- California CareerZone Assignment Completed
- Career Action Plan/Postsecondary Plan Developed
- Career Exploration Activity/Module Completed
- Career Options can be Clearly Described
- Career Pathway Completed
- Career Technical Education/Industry Certificate Earned
- Career Technical Education Course(s) Completed
- Career Technical Education Program of Study Completed
- Career Technical Student Organization (CTSO), Active Involvement
- Career-related Certificate Earned
- Computer-assisted Career Planning Program Assignment Completed
- Financial Literacy Activities/Programs Completed
- High School Plan Developed
- Internship Completed
- Job Search Skills Acquired
- Middle School Plan Developed
- Occupational/Career Goal can be Clearly Described
- Postsecondary Goal can be Clearly Described
- Skill Certificates Earned
- Work-ready Certificate Earned
- Workplace Habits Practiced and Documented

College Readiness Options

- Achieving Academically at Grade Level
- A-G Sequence of Courses Completed
- ACT Results
- AVID Program Completed
- California Public College Options can be Clearly Described
- College Acceptance
- College Admission Requirements Completed
- College Application Account Established
- College Education for Career Goals can be Clearly Described
- College Enrollment
- College Goal/Major can be Clearly Described
- Community College Course Completed
- EAP Results
- FAFSA Submitted
- Homework and Study Skills Acquired/Practiced

- Honor Roll Recognition
- Online Course Completed
- PSAT National Merit Scholarship Qualifiers
- SAT Results
- Scored 3 or Better on Advanced Placement Exams
- Study and/or Test Taking Skills Acquired/Demonstrated

FAFSA and Financial Literacy Tip

"FAFSA Submitted" is a College Readiness indicator. It is not a Career Readiness financial literacy indicator. Financial literacy is defined as "the ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial well-being." Students completing a California CareerZone Make Money Choices or similar activity would qualify as a financial literacy indicator.

Elementary School Tips

Elementary school teams are encouraged to participate in the SPARC process so they, too, can document the career and college readiness work they are doing. The following is a list of outcomes that elementary school SSTs may find more relevant to their grade levels. However, elementary school SSTs can choose any outcome indicator.

Elementary School Career Readiness Outcomes

- California Career Center Assignment Completed
- California CareerZone Assignment Completed
- Career Exploration Activity/Module Completed
- Career Options can be Clearly Described
- Financial Literacy Activities/Programs Completed
- Middle and High School Plan Developed
- Occupational/Career Goal can be Clearly Described
- Postsecondary Goal can be Clearly Described
- Workplace Habits Practiced and Documented

Elementary School College Readiness Outcomes

- Achieving Academically at Grade Level
- California Public College Options can be Clearly Described
- Homework and Study Skills Acquired/Practiced
- Honor Roll Recognition
- Study and/or Test Taking Skills Acquired/Demonstrated

21st Century Skills

This section provides an opportunity to discuss the ways your school teaches students 21st Century Skills. Twenty-first Century Skills are identified as being necessary for success in the modern world of work.

Required Elements

1. Write a narrative describing activities used and the 21st Century Skills developed (see Helpful Hints for examples of 21st Century Skills). Be sure to describe the SST contribution in achieving those outcomes.

To help show the connection between SST efforts and the outcome results, use language like "Members of the SST supervised, provided technical assistance, arranged for resource allocation, monitored, taught/led groups, coordinated, contributed, etc."

Additional Achievements

Use this space to briefly describe up to three additional career and college readiness related achievements not included elsewhere in your SPARC.

Helpful Hints:

Review the SPARC examples posted on the [SPARC Online Instructions](#) webpage.

Here are some examples of 21st Century Skills:

- Collaboration
- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Ethics and Legal Responsibilities
- Information and Media Literacy
- Leadership
- Responsibility and Flexibility
- Self-management
- Teamwork

While there is no definitive list of 21st Century Skills, you may wish to refer to the following resources for more information:

- [Skills and Qualities for the 21st Century World of Work](#)

- [California Standards for Career Ready Practice](#)

School Site Programs and Community Partnerships

This section asks you to identify your school site programs and community partnerships. These programs and partnerships should reflect an active relationship in funding, organizing, monitoring, collaborating, and/or referrals with your student support system and school.

School Site Programs

These are onsite programs and services that support student career and college readiness. Examples of school site programs include curricular resources, leadership/personal skills opportunities, student organizations, career centers, peer programs, etc.

Community Partnerships

These are external agencies that provide their talents and opportunities to your students. Resources provided by community partners may include financial support, internships, referrals, mentoring, etc. Examples include chambers of commerce, local colleges, businesses, and other community-based organizations.

Required Elements

Must include a narrative explaining the importance of school site programs and community partnerships in helping your students become career and college ready.

School Site Programs List

- Must include the program name followed by the resource—or elements—of the program. List as many programs as space allows, do not use "etc." See Helpful Hints.

Community Partnerships List

- Must include the community partner's name followed by a brief description of their contribution(s). List as many partnerships as space allows, do not use "etc." See Helpful Hints.

Helpful Hints

Review the SPARC examples posted on the [SPARC Online Instructions](#) page. You can choose to describe a school site program by providing details about either the resources involved in offering the program or about the program elements. Below are school site program examples showing the program name with either the core resources or the elements of the program:

Program title with core resources

- Career Exploration: California CareerZone, ASVAB CEP
- College Exploration: California CareerZone, KnowHow2GO, CaliforniaColleges.edu
- Career Planning: California Career Center, California CareerZone, Big Future

Program title with elements of the program

- Ready to Work: Internship, job shadowing, mock interviews
- Citizens 101: Peer mediation, conflict resolution, public spaces
- Families in the Loop: College Night, Career Night, Safe at School program

The following Community Partnership examples show the partner's name followed by a brief description of their contribution(s) to your school:

- Chamber of Commerce: Annual mock interviews, job shadowing, career days
- Mental Health Center: Mental health services, community resources
- Pacific Business Group: Fieldtrips and part-time jobs

Student Support Team (SST)

This section describes your SST's work, identifies the team members, their qualifications, and establishes the SST school site contact *for the public*.

Your team is comprised of site-based counselors, teachers, teacher librarians, advisers, certificated or classified personnel, volunteers, or other individuals that provide student support services impacting student development of career and college readiness and 21st Century Skills.

This section is an opportunity to provide information about who you are as a team. It reinforces the themes of professionalism, accountability, and open communication.

Required Elements

1. The narrative must include a statement about your school providing an equitable student support system to prepare all students for career and college. It must also include information about the team members' memberships in professional organizations or associations. Name the professional organizations or associations.

2. Identify the team members and their qualifications. Complete the team chart and include each person's position title, number of years in that position, and qualifications. Follow these criteria:

   - A minimum of four service areas must be included. Service areas may include school counselor, nurse, psychologist, social worker, classified staff, teacher, administrator, etc.

   - Qualifications include academic degrees, credentials, specialized training, school district in-service/workshop completion or certification, college credits, or college coursework.

   - If your SST has more members than will fit on the chart, be sure to list all team members in the Approval section in SPARC Online.

3. Provide the name, telephone number, and email address of a school site contact person who can answer questions for volunteers and community organizations that may be interested in providing programs or services to your school.

Helpful Hints

Review the SPARC examples included at the end of this document. They are also posted on the SPARC Online Instructions webpage.

In this section, you may use initialisms for professional qualifications. For example:

- AA or AS: Associate of Arts or Associate of Science
- ASC: Administrative Services Credential
- BA or BS: Bachelor of Arts or Bachelor of Science
- CRSC: Clinical Rehabilitative Services Credential
- EdD: Doctor of Education
- MA or MS: Master of Arts or Master of Science
- MFT: Marriage and Family Therapist
- MSW: Master of Social Work
- PPS: Pupil Personnel Services Credential
- PhD: Doctor of Philosophy
- RN: Registered Nurse
- SLPSC: Speech-Language Pathology Services Credential
- SNSC: School Nurse Services Credential
- TC: Teaching Credential
- TLSC: Teacher Librarian Services Credential

Approvals

Approvals include the SST members who participated in the SPARC process.

> **Important**: Inclusion of a person's name in the Approvals section signifies she or he participated in, approved of, and/or granted permission to post your SPARC online.

In addition to SST members, one parent and one student representative must review your SPARC and their names must be listed on this page.

Lastly, the Principal and Superintendent (or CEO) names must also appear on this page and by listing them you are confirming they reviewed and approved your SPARC for submission and posting online.

Submission

In this section, you will enter the information needed to submit your SPARC.

Required Elements

1. Use the SPARC Submission Review Checklist provided in these SPARC Instructions to confirm you have included all the required information. This checklist is also on the Submission webpage.

2. You will need the name, telephone number, and email address of the person submitting your SPARC.

3. Confirm you completed each section.

4. Select the "Submit for Review" button.

5. Complete the survey.

After submitting your SPARC for review, you will be redirected to the survey. Complete the survey to finish your SPARC submission.

The status of your SPARC will be emailed to your school contact after your SPARC has been reviewed.

Recognition: Certificate and SPARC Seal

If your school's SPARC meets the requirements outlined above and passes the official review, a Certificate of Participation will be emailed to the school site contact, the SPARC Seal will be stamped on the approved SPARC, and the SPARC will be posted on the CDE's California Career Resource Network website.

An email will be sent to your SPARC contact after April 15 notifying you of your SPARC's status.

Use your SPARC to publicize your successes:

- School Board, faculty and community presentations
- LCAP, WASC, or CCR documentation
- School and/or district website posting
- Parent and/or guardian information

If you must make an important presentation before April 15 and plan to use your SPARC, contact the California Career Resource Network at calcrn@cde.ca.gov or call 916-323-6544 to see if arrangements can be made to finalize your SPARC before your presentation.

A note about contact information

There are three places in SPARC that require contact information and each has a different purpose, hence, the information may be different for each one:

1. School Profile Contact

This is the official school contact that is saved in the CDE's files; this contact must be a permanent school site employee.

2. Student Support Team Contact

This is the public contact whose information will be printed on page two of your SPARC. This person is responsible for communicating with community and business organizations that may be interested in supporting your school site programs.

3. Submit Your SPARC Contact

This is the contact for the person who is actually submitting your SPARC. It may be a permanent school site employee or a graduate student intern. This information will be used to contact your school if there are any questions related to your submission.

SPARC Template

Use the template to draft out your SPARC narratives. Distribute your draft to the rest of your team and incorporate their feedback. Once your text is finalized, copy and paste each narrative into the corresponding section in your SPARC Online application.

Student Outcome Data

Because your outcome data must be included in your narrative, you will need to select your student outcomes before you can write your narrative. After you select an outcome and gather your data, use that information to write your narrative. See the SPARC examples included at the end of this document. They are also posted on the SPARC Online Instructions webpage.

Helpful Hints

- Each section has a limited number of available characters. You can find the character count of your text in your word processing program or by copying and pasting your text into the SPARC Online application. If it fits, great! If not, you need to cut it down.

- Compare your narratives to the SPARC Instructions to be sure you are including all the required content.

- Have your narratives proofread by more than one person.

- When you copy and paste your text into the SPARC Online application, do not include the template headings.

The template is on the next page.

Support Personnel Accountability

Report Card Template

School Name _____

Writer _____ **Date**_____

Reviewer _____ **Date**_____

Principal's Message (1,287character limit)

Type your narrative here

Student Outcome Introductory Narrative (474 character limit)

Type your narrative here

Career Readiness Narrative (832 character limit)

Type your narrative here

College Readiness Narrative (832 character limit)

Type your narrative here

21st Century Skills Narrative (832 character limit)

Type your narrative here

Programs and Partnerships Narrative (729 character limit)

Type your narrative here

Student Support Team Narrative (1,050 character limit)

Type your narrative here

SPARC Submission Review Checklist

Principal's Message	YES
Includes a statement on the school's efforts to support all students in becoming career and college ready.	
Includes a statement on making/keeping your school environment safe with a climate conducive to learning.	
Includes two career and college ready goals you hope to achieve next year.	
Includes a statement regarding the alignment of your SPARC to your Local Control Accountability Plan or Single Plan for Student Achievement.	
Career and College Readiness Student Outcomes	
The introductory paragraph includes a statement describing the importance of student outcomes in general and references the two outcomes you selected in the career and college readiness categories.	
One Career Readiness and one College Readiness outcome is selected.	
Each outcome has a narrative which describes the outcome selected. Data is included in the narrative and clearly describes the data in the chart. The SST contribution for achieving these outcomes is clearly described.	
21st Century Skills and Additional Achievements	
The narrative describes 21st Century Skill outcomes. The SST contribution for achieving these outcomes is clearly described.	
Up to three additional career and college readiness related achievements are noted.	
School Site Programs and Community Partnerships	
Includes a narrative explaining the importance of career and college programs and community partnerships at your school.	
Includes the program name followed by the resources—or elements—of the program.	
Includes the community partner's name followed by a brief description of their contribution(s) to your school.	
Student Support Team	
Includes a statement about your school providing an equitable student support system to prepare all students for career and college.	
Includes information about the team members' memberships in professional organizations or associations. Organization and association names are listed.	
The team chart includes each person's position title, number of years in that position, and qualifications. Follow these criteria: • A minimum of four service areas must be included. • Qualifications are listed for every team member in the chart.	
Includes the school contact name, telephone number, and email address of the contact person the public can call or email for more information about your programs.	

Elementary School Example
SPARC 2019
Support Personnel Accountability Report Card
A continuous improvement document sponsored by the California Department of Education

Tigers!

Address: 34 Example Avenue, Example, CA 12345
Phone: 123-456-7890 **Website:** www.MyDistrictWebsite.edu
Principal: E. S. Example **District:** South Example Unified School District
Grade Levels: 1-6 **Enrollment:** 650

Principal's Message

Elementary School Example (ESE) is known for its high academic expectations, positive and safe environment, energetic and professional staff, and strong, active community partnerships. Our Student Support Team (SST) oversees the academic, personal, social, and career and college readiness development of all our students. To meet this responsibility, our SST created a schoolwide learning environment and support system based on state and national standards and built around teaching 21st Century Skills (information and communication, thinking and problem-solving, interpersonal and self-directional, and technical skills). This is an incredible undertaking and to accomplish it, our SST partners with faculty, parents, and the community to provide the opportunities and learning environments where all our students can thrive and succeed. Our SST aligned this report with our Local Control Accountability Plan (LCAP). As outlined in our LCAP, next year we will implement the "Inside Scoop" program which focuses on students most in need of social and academic support. We will also implement "Social Safety Zone", a schoolwide program that teaches students rudimentary skills to practice social responsibility both in school and online.

Career and College Readiness Student Outcomes

Our SST uses student outcome data to determine program effectiveness. The team has a talent for transforming qualitative and quantitative data into comprehensive program reviews which are turned into actionable program changes. This annual review process ensures our programs are responsive to our students' changing needs. As shown below, the positive data on the School2Work and the Connect-the-Dots programs support the school's decision to continue funding them for another year.

Career Readiness

At ESE, we believe students' daily activities help prepare them for their future careers. In our School2Work program, students learn about the connections between their school activities and future careers. A pretest showed none of the students enrolled in the program could name any commonalities between school and work. A posttest confirmed student learning and showed students were using their new knowledge to improve their workplace skills. There were four commonalities students identified most often: showing up every day, being on time, following directions, and "getting graded".

Of the 250 students completing the program, 135 (54%) identified showing up every day; 125 (50%) identified being on time; 130 (52%) identified following directions; and 65 (26%) identified "getting graded". (NOTE: Because students identified multiple commonalities, the numbers and percentages do not add up.)

Workplace Habits Practiced and Documented

Three
Four
Five

College Readiness

The ESE's SST created the Connect-the-Dots program (CDP) to teach students about the connection between postsecondary education and a desired career. The SST guides students through the program by first having them identify their personal interests and then matching those interests with potential careers. Once students have three or four career options written down, they investigate and then identify postsecondary options that can support the careers they chose. Testing showed students who successfully completed the CDP had an increased understanding of the relationship between education and careers. In 2016, 34 percent (32/93) of sixth graders could identify three careers with six potential postsecondary options; in 2017 that number jumped to 78 percent (82/105); and in 2018 it jumped again to 90 percent (95/105).

College Education for Career Goals can be Clearly Described

2016
2017
2018
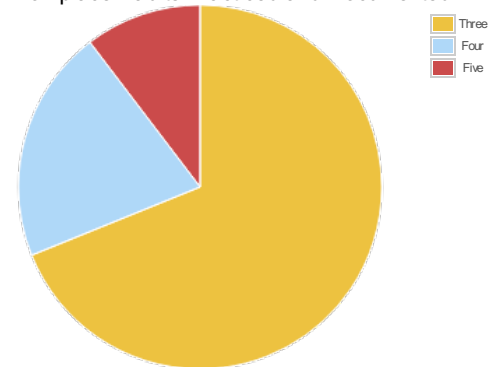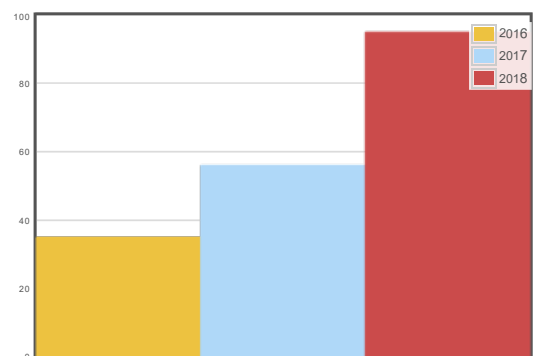
21st Century Skills

At ESE, 21st Century Skills development is built into all our programs to ensure students learn and benefit from those skills. Research shows extracurricular activities provide students significant opportunities for skills development and our SST works closely with our partners to create and implement innovative extracurricular opportunities. Some of these opportunities include the "Go Local" food project, the International Cultures project, and the Restore and Recycle project. Each project has students working with real-world issues and requires them to use and develop a variety of skills. For example, the "Go Local" food project requires students to think critically and creatively, to act responsibly, work in teams to solve problems, make decisions, and communicate effectively with professionals.

Additional Achievements:

- 2018: ESE sixth graders' Public Service Announcement video won first place in a state-wide contest.
- 2017: ESE was awarded a $45,000 grant to support our growing "Go Local" food program.
- 2016: ESE was awarded an Outstanding Recycling Certificate and given $5,000 for program expansion.

Career and College Readiness School Site Programs and Community Partnerships

Our SST actively develops partnerships with other educational institutions, community organizations, local businesses, and government agencies to support our students' growth in all areas of learning: personal/social, academic, and career and college readiness. Our partners provide financial support and technical assistance to improve our school programs and to enhance our staff's ability to respond to student needs. The resources our partners contribute to our school make it possible for us to continue to offer and improve a broad range of programs that provide immeasurable benefits to our students.

School Site Programs

- Recycle and Restore: Cal Recycle, Planet Aid, Cool California, Keep California Beautiful
- Read2Lead: Community Library, LITWORLD, Junior Chamber of Commerce
- Run4Fun: Sample Health Club, County Health Services, High School Running Club
- Play It Again: Musicians' Union, Sample Music Store, Sample Symphony
- Media Literacy: Community College, News Guild, Community Theatre Group
- "Go Local" food project: Local co-op, Farmer's Bureau, Farmer's Market Association, Pacific Food Distributors

Community Partnerships

- Sample Recycle Company: Technical and financial assistance for Recycle and Restore
- Junior Chamber of Commerce: Classroom guest speakers and financial support for Read2Lead
- Sample Health Club: Administrative and financial support for Run4Fun program
- Sample Symphony: Staff and facilities for the Play It Again program
- Sample Community Center: Staff and facilities for the Media Literacy program
- Farm Bureau: Financial support and connections to local growers

Student Support Team

The ESE's SST is a dedicated, talented team that goes beyond expectations; they continually look for ways to ensure equitability and to improve programs. They are dedicated to designing, coordinating, and implementing new programs or projects that benefit all our students. The SST is tenacious in securing resources to develop and support programs and projects, without which many would not exist. All SST members hold appropriate degrees and credentials. They hold memberships to one or more of the following professional organizations: Association of California School Administrators, California Association of School Psychologists, California Association of Directors of Activities, California School-Based Health Alliance, California Association of Supervisors of Child Welfare and Attendance, California School Nurses Organization, and the California Teachers Association.

Position	Years	Qualifications	Position	Years	Qualifications
Principal	32	MS, ASC	Social Services Worker	5	LMSW
Vice Principal	19	MA, ASC	Secretary	10	Certificate in Education
Counselor	10	MS, PPSC, TC	Teacher Librarian	2	MA, TLSC, TC
School Nurse	10	RN	Resource Teacher	6	MA, TC

SST Contact Name: E. S. Example
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California Department
of Education
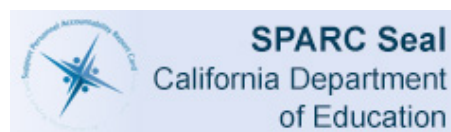
Middle School Example
SPARC 2019
Support Personnel Accountability Report Card
A continuous improvement document sponsored by the California Department of Education

Address: 65 Example Drive, Example, CA 98761
Phone: 123-456-7890 **Website:** www.MySchoolDistrict.edu
Principal: I. M. Ann Example **District:** South Example Unified School District
Grade Levels: 6-8 **Enrollment:** 900

Principal's Message

Middle School Example (MSE) is proud of the continued improvement and growth of our student support system via the efforts of our Student Support Team (SST). Our SST has developed and implemented innovative learning experiences and environments for our diverse student body and, as a result, our behavioral and discipline referrals have decreased by 40 percent and our promotion rate has increased by 20 percent. We have highly qualified counselors and psychologists who are the first responders for academic, personal, and social interventions. Their efforts ensure we provide a safe school environment for our community. This report is aligned to our Local Control and Accountability Plan, WASC Self-Study, and Expected School-wide Learning Results. Our 2017–18 focus-for-improvement goal was met when one-third of our students earned a place on the honor roll (see details below). Our two focus-for-improvement goals next year are to create an assessment process for incoming sixth graders to ensure they are prepared to succeed in our career and college readiness programs and to increase the capacity of our career and college advising program to ensure all outgoing eighth graders have a solid High School Graduation Plan and a Career Action Plan.

Career and College Readiness Student Outcomes

To create and maintain viable career and college readiness programs, the SST uses student outcome data to measure program effectiveness and plan improvements. The data this year show the Life Plan Project (LPP) is effective in improving students' awareness of high school, postsecondary, and career planning. The data show our students are promoting with high school and career action plans in hand, prepared to make the most out of their high school experiences.

Career Readiness

The LPP requires students to create a complete and viable High School Plan and a Career Action Plan. With the assistance of the SST, students create a portfolio on the California Career Center website where plans are developed and stored. Plans are also kept on file and shared with students' teachers, parents, and guardians. As students go through the LPP, they are required to regularly revisit and revise their plans. The first step in developing their plans is completion of the California CareerZone Interest Profiler assessment so they can identify an initial occupational goal. The chart shows the number of students in each grade level who completed the Interest Profiler assessment: 58 percent of sixth graders (175/300), 78 percent of seventh graders (235/300), and 95 percent of eighth graders (285/300).


California CareerZone Assignment Completed
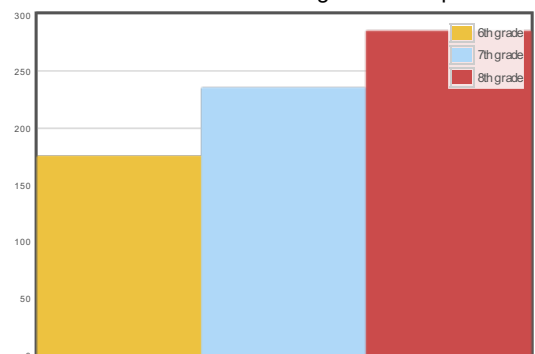
College Readiness

Due to the very nature of adolescence, our students often find it challenging to focus on academic achievement. The SST helps our students' academic engagement through a variety of activities including celebrating student successes, teaching and maintaining student study teams, fostering parent and guardian involvement, providing academic advising and monitoring. Additionally, the SST encourages academic achievement via our honor roll system. Honor roll students are celebrated at an annual, formal dinner and awards presentation. The chart illustrates the percentage of students in each grade level achieving honor roll status (3.0 to 4.0). In 2017–18, 20 percent of sixth graders (60/300), 40 percent of seventh graders (120/300), and 48 percent of eighth graders (145/300) made the honor roll.

Honor Roll Recognition
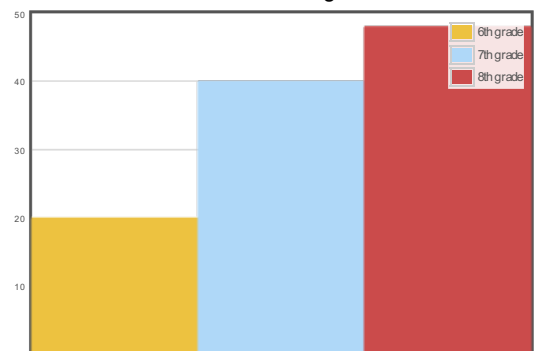
21st Century Skills

Because 21st Century Skills often do not get focused attention, our SST creates opportunities for our students to learn the 21st Century Skills they will need to succeed. Our SST created and administers the Life Plan Project (LPP). The LPP is made up of many elements, one is the Building Skills Program (BSP). The BSP is divided into modules with each designed to teach students a specific 21st Century Skill. Through the BSP, students learn to initiate, innovate, collaborate, and serve by planning, implementing, and participating in a wide variety of school and community activities. Examples of BSP modules include the Community Service Day (teamwork) and the Stop Hunger Project (responsibility). Because the jobs of tomorrow are unknown today, we are committed to teaching our students these important transferrable skills.

Additional Achievements:

- MSE's annual average attendance rate is 98 percent
- MSE's eighth grade promotion rate is 99 percent
- MSE's students raised $8,500 for the Stop Hunger Project

Career and College Readiness School Site Programs and Community Partnerships

MSE partners with other schools, community organizations, and industry to provide students a range of career and college readiness programs and opportunities. Working with our partners, our SST is able to develop and sustain engaging programs designed specifically to meet the needs of all our students. For example, our partnership with Sample Gas and Electric provides students opportunities for job shadowing and our partnership with the community college makes our students aware of educational opportunities they can easily access. We believe the outcomes achieved with our partners greatly enrich our students' education and prepares them for their next steps. Here is a partial list of our programs and partners.

School Site Programs

- Life Plan Project: Choosing Your Future, High School Planning, Building Skills programs
- Career Exploration: California Career Center, California CareerZone, Career Surfer Mobile App
- Postsecondary Education Exploration: California CareerZone, CaliforniaColleges.edu, KnowHow2Go
- High School Transition: Mentor4Me, MovingUp
- Parent Workshops: Welcome to Middle School!, You and Your Teen Succeed

Community Partnerships

- Chamber of Commerce: Employability skills workshops, informational interviews, job shadowing
- Mental Health Center: Mental health services, connections to community resources
- Community College: Classroom speakers, tutors, mentors, campus tours, workshops
- State University: Student teachers, administrative and counseling interns
- Computer Corporation: Off-campus learning opportunities, on-campus equipment
- Parent Teacher Association: Resources for parental involvement, support for annual awards dinner

Student Support Team

Guided by the California Standards for Career Ready Practice and the ASCA Mindsets and Behaviors for Student Success Standards, our SST enthusiastically and creatively designs, implements, and evaluates the effectiveness and equitability of our student support system and programs. Our goal is to ensure all our students develop the necessary career- and college-readiness skills to successfully pursue postsecondary options. All SST members hold appropriate degrees and credentials. They hold memberships in one or more of the following professional organizations: Association of California School Administrators, California Association of Pupil Personnel Administrators, California Association of School Counselors, California Association of School Social Workers, California Association of Supervisors of Child Welfare and Attendance, California School-Based Health Alliance, California School Nurses Organization, California Teachers Association, and National Association of Social Workers—California.

Position	Years	Qualifications	Position	Years	Qualifications
Principal	10	MA, EdD, ASC	Resource Officer	5	BA
Assistant Principal	2	MA, ASC	Counseling Assistant	1	MFT Student Intern
Counselor	2	MA, PPSC	Counseling Assistant	1	MFT Student Intern
Teacher Librarian	2	MA, TLSC	Student Body President	1	Student
English Teacher	5	MA, TC	Parent Volunteer	2	Parent

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California Department
of Education

High School Example
SPARC 2019
Support Personnel Accountability Report Card
A continuous improvement document sponsored by the California Department of Education

Address: 502 Example Avenue, Example City, SC 50200
Phone: 123-456-7890 **Website:** www.MyDistrictWebsite.edu
Principal: H. S. Example **District:** Example Unified School District
Grade Levels: 9-12 **Enrollment:** 2350

Principal's Message

High School Example (HSE) is made up of a dedicated, creative, and outstanding community of educators who show their commitment to excellence focusing on the needs of all students. HSE is proud of its efforts to ensure all our students are supported in becoming career and college ready. Our Student Support Team (SST) sustains a collaborative, safe, and vibrant learning environment celebrating individual differences and challenging students to excel academically, socially, and personally. This learning environment and our SST's efforts are largely responsible for meeting our goals of 1) increasing the number of students graduating with an actionable Career Action Plan (CAP); and 2) increasing the number of graduating seniors who successfully completed the A–G requirements. Our SPARC is reviewed by our School Site Council and is incorporated into our Local Control Accountability Plan (LCAP). As planned in our LCAP, our two focus-for-improvement goals for next year are to expand our internship program by building new partnerships and to increase the number of students applying and being accepted into postsecondary educational institutions and training programs by ensuring all students have an actionable CAP.

Career and College Readiness Student Outcomes

Our SST uses student outcome data to measure program effectiveness, identify needed improvements, and determine which programs will continue. This critical review process ensures all students have access to effective programs. Consequently, our programs are successful in increasing student academic performance and helping students prepare for life after high school. The following outcomes were achieved through the SST's program planning, implementation, and evaluation.

Career Readiness

HSE's SST created a Career and College Exploration program (CCEP)—using California Career Resource Network Career and College Readiness Lesson Plans and resources—to ensure all students graduate with a CAP. In the CCEP, students identify their interests, career goals, educational needs, and immediate next steps after graduation. With SST guidance, students analyze their information and create a step-by-step CAP that is SMART: specific, measurable, attainable, realistic, and time bound. The number of seniors graduating with a CAP increased from 17 percent (95/555) in 2015–16 to 50 percent (273/542) in 2016-17 to 96 percent (520/539) in 2017-18. This shows the CCEP effectively increased the number of students graduating with an actionable plan in hand, increasing the likelihood of reaching their goals.

Career Action Plan Developed (post-HS plan)

Legend: 2015-16, 2016-17, 2017-18
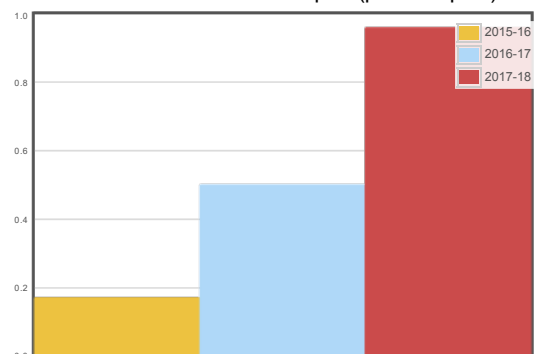
College Readiness

To ensure all HSE students understand college admission requirements, they must take the CCEP. In the CCEP, students learn about A–G coursework, i.e. what it is, why it is important, and how to incorporate it into graduation requirements. With a more in-depth knowledge of A–G, students can determine if completing A–G is necessary for their career goals. In 2012–13, before the CCEP was implemented, our seniors' A–G completion rate was 20 percent. After the CCEP was implemented, our seniors' A–G completion rate steadily increased from 27 percent (150/555) in 2015-16 to 50 percent (274/542) in 2016-17 to 81 percent (438/539) in 2017-18. This dramatic increase in course completion shows the program is successful in helping students understand and undertake the A–G coursework.

A-G Sequence of Courses Completed

Legend: 2015-16, 2016-17, 2017-18
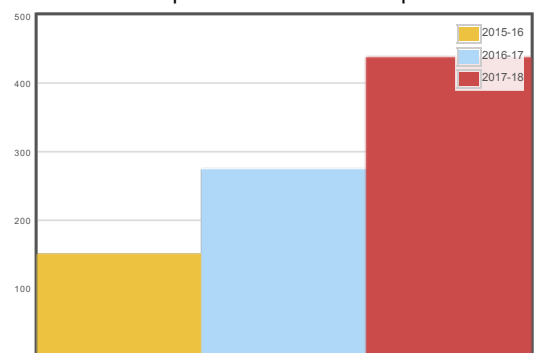
21st Century Skills

At HSE, we believe students need a strong foundation in 21st Century Skills so we embed skills development into our curriculum. While students begin learning these skills in class, our SST creates avenues and opportunities for students to learn and practice them outside the classroom. For example, our SST created the Management Roundtable wherein student leaders learn to use and cultivate leadership skills. The SST also developed the Mustang Awards--an incentive-based program where students earn points for exhibiting initiative, problem solving, collaboration, and other employability skills. Mustang points can be redeemed at the on-campus store. Although there is a quasi-monetary component to this program, it is the program's interactive structure that draws student participation.

Additional Achievements:

- In 2016, HSE was awarded a $7,000 grant from Sample Stores for our student leadership programs.
- In 2017, eighty-five percent of HSE's graduating class registered for postsecondary education and training.
- In 2018, HSE students provided 17,245 volunteer hours to the local community.

Career and College Readiness School Site Programs and Community Partnerships

HSE provides students with in-depth career and college readiness programs which our SST maintain through close working relationships with community and corporate partners. Together they develop and support school-site programs and community opportunities designed specifically to meet the needs of our diverse student body. These programs provide hands-on opportunities working with professionals representing a variety of fields. These experiences resonate with students, increasing their engagement and interest in postsecondary options. Some of the programs and community partners that directly help students plan and achieve their career and college goals are listed below.

School Site Programs

- Career Exploration: California CareerZone, ASVAB CEP, Career Surfer mobile application
- College Exploration: California CareerZone, CaliforniaColleges.edu, KnowHow2GO
- Career Planning: California Career Resource Network resources
- Student Workshops: College Admissions and Applications, Financial Aid, Workforce Development
- Parent and Guardian Workshops: Crash Course in Career Development, High School Graduation—Path to Success, Your Child's Success
- Our Town: A community-building program integrating clubs, music, government, and sports

Community Partnerships

- Chamber of Commerce: Internships, job shadowing, mock interviews, job search
- Sample Family Resource Center: Mentor programs, mental health referral services
- Sample Education Foundation: Funds for school-site training and college preparation programs
- Sample State University: Student teachers, administrative and counseling interns
- Sample Regional Occupation Program (ROP): Career exploration services
- Sample University: Off-campus science, technology, engineering, and math learning opportunities

Student Support Team

Our SST members hold a variety of educational degrees and professional memberships; collectively the team has more than150 years of experience and training. Our SST is dedicated to the coordination and implementation of an equitable student support system, one that includes all faculty and staff and uses a collaborative approach to address the needs of the entire student body. A collective effort is made to prepare all students to be career and college ready which includes the development of personal and social skills. The following is an abbreviated list of the professional organizations to which team members belong: Association of California School Administrators, California Association of Pupil Personnel Administrators, California Association of School Counselors, California Association of School Psychologists, California Association of School Social Workers, California State Athletic Directors Association, California Teachers Association, and the Western Association for College Admission Counseling.

Position	Years	Qualifications	Position	Years	Qualifications
Principal	8	EdD, ASC	Special Education Teacher	18	MS, TC
Assistant Principal	4	MA, ASC	Teacher Librarian	5	MS, TLSC
Secretary	33	BA	Health Care Specialist	29	MPH
Career Counselor	12	MS, PPSC	Athletic Director	5	MS
School Counselor	13	MFT, PPSC	Administrative Assistant	20	AA
Social Worker	9	MSW, PPSC	Community Liaison	6	AA

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