



SUPPORT PERSONNEL ACCOUNTABILITY REPORT CARD (SPARC)

A continuous improvement document sponsored by the California Department of Education and the Los Angeles Office of Education for the year 2009

Sierra Vista High School
Address: 3600 N. Frazier Street, Baldwin Park, CA 91706
Phone: (626) 960-7741 **Fax:** (626) 856-4050
Website: www.svdons.com

DISTRICT: Baldwin Park Unified School District
GRADE LEVELS: 9 - 12 **ENROLLMENT:** 2046
SCHOOL YEAR: Traditional
PRINCIPAL: Jackie White

Principal's Message

The Sierra Vista High School (SVHS) student support team plays a significant and strategic role in fostering a safe and secure campus and in supporting the academic achievement of all students. SVHS offers a comprehensive guidance program driven by the American School Counseling Association (ASCA) National Standards for School Counseling. The student support team has received the Academy Award for six consecutive years until this last school year when no report was submitted because of time constraints. Our Support Personnel Accountability Report Card (SPARC) is an accurate reflection of the success of our student support programs and has been integrated into the school site plan.

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

Focus for Improvement Items

Starting next school year, counselors plan to hold evening parent / student workshops by grade level in order to broaden parent contact and disseminate information. Counselors also plan to re-establish a relationship with Kaiser Permanente Hospital in order to make group counseling services available to students on a larger scale.

Student Support Personnel Team

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

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

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

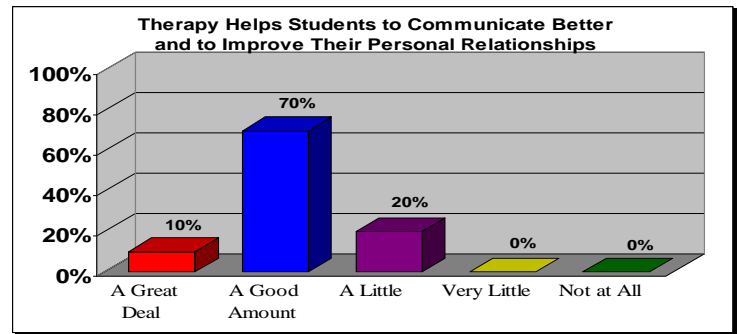
School Climate and Safety

At SVHS, the student support team takes an active role in maintaining a positive learning environment in which students feel safe and supported. Counselors develop and maintain a variety of student support programs including individual counseling, group counseling, tutoring, and group guidance presentations related to academic, career, and post-secondary plans. Student support team members also provide individual counseling

conferences with at-risk students and their families in order to refer them to a variety of school and community programs and services. The student support team also plays a role in the development and revision of the School Safety Plan. Student support team members monitor the campus during brunch and lunch time and passing periods to ensure student security. As a result, the SVHS climate is positive and student security is rarely compromised.

School-Based Therapy

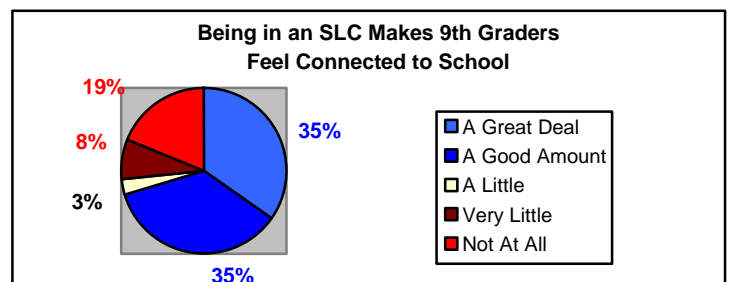
Several years ago, the counseling staff at SVHS identified an on-going need for increased student personal counseling services. Counselors took an active role in implementing an on-site counseling program. A registered marriage and family therapist intern from The Family Center counsels students with Medi-Cal who are struggling with personal issues. School counselors refer students to this program and check up on student progress. Students are seen on a weekly or biweekly basis by the therapist intern. A survey was given to all students who had been counseled five or more times. The chart below shows how the therapy students have received has helped them to communicate better and to improve their personal relationships. Students also reported they learned various effective ways to cope better with their problems.



Small Learning Communities

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

SLCs have positively increased the feeling of student connectedness to the school. The graph below shows how SLCs have attributed to an increased feeling of school-connectedness. This data was gained from a student survey given to all of the 9th grade N House students. 70% of students surveyed said that being in a house made them feel more connected to the school.



Student Results

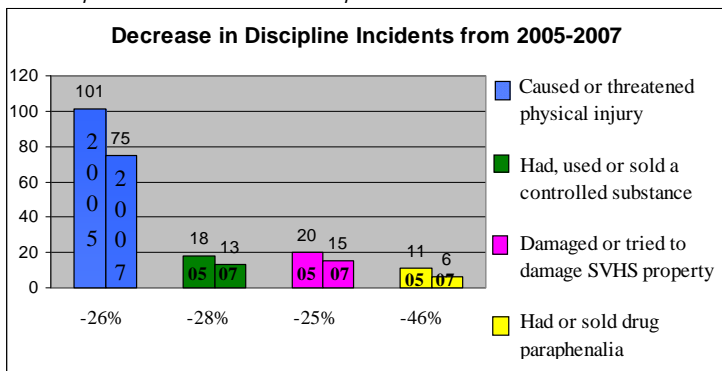
The ASCA National School Counseling Standards are very important. They must be implemented by school counselors in order to effectively meet student needs and maximize student academic success. National School Counseling Standards guide the design and implementation of counseling programs at SVHS. The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

support team's efforts to implement the National School Counseling Standards into a comprehensive guidance program and effectively address students' needs.

Decreased Student Discipline Incidents

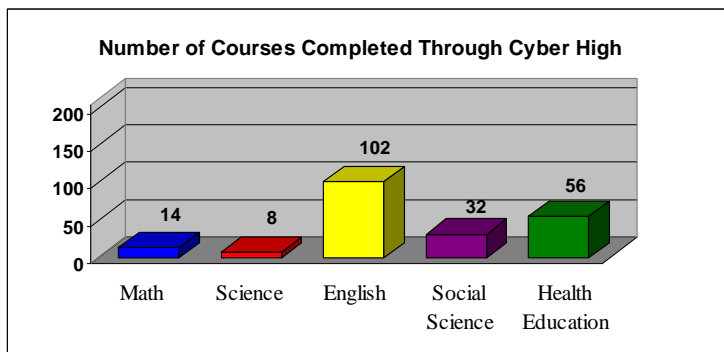
Increased counseling sessions and parent / student conferences, along with increased supervision and involvement by school police, administrators, teachers, parents, and community organizations, have made a dramatic and positive impact on the climate of SVHS. Over the past three years, discipline problems and referrals at SVHS have significantly decreased.

As shown by the graph below, student-attempted or actual physical altercations have decreased. The number of students having or using controlled substances has also decreased. *These results are tied to the Personal / Social Development National School Counseling Standard which states, "Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect themselves and others."*



Student Courses Made Up Through Cyber High School

As a result of counselor coordination and supervision, 171 students have completed a total of 212 courses over the past year and a half through Cyber High School (CHS). Counselors complete CHS referral forms, referring students who need to make up classes required for graduation and/or four-year college and noting what specific classes need to be taken. Counselors supervise computer labs on Saturdays and sometimes after school for students to make up classes on-line. As a result of so many students making up classes, fewer students have needed to transfer to alternative educational programs such as continuation high school and independent study. *These results are tied to the Academic Development National School Counseling Standard which states, "Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including colleges."*

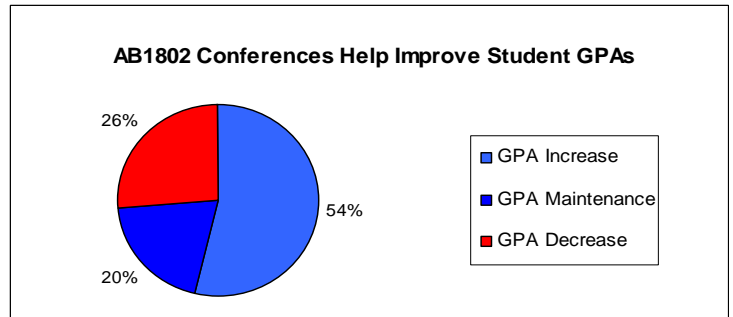


Student Grade Point Averages Improve Following AB1802 Meetings

Individual AB 1802 parent / student conferences have been conducted for the past two school years at SVHS with 11th and 12th graders who are behind either in credits or testing requirements. AB1802 conferences are held by counselors in order to evaluate and support students' progress toward graduation. Academic strengths and weaknesses, as well as graduation deficits, are shared with students and their parents. Following this, a plan of action is created which students then need to implement and parents need to monitor for students to graduate on time. Students needing extra academic assistance are registered for tutoring, a program coordinated by counselors and taught by teachers. Students are referred to summer school, CHS, adult school, and/or the Mount San Antonio Community College High School Program, whichever is the most appropriate to make up classes. If necessary, students are also referred to individual or group counseling.

A recent study showed that most 11th graders last school year who received an AB1802 conference showed an improvement in Grade Point Average (GPA). Following AB1802 conferences, 53% of juniors demonstrated an improvement in their GPA. For the 147 juniors whose GPA improved following AB1802 conferences, their GPA increased by an average of .38. This is an improvement of almost half a grade point. 20% of the students' GPAs stayed the same. Of these students, 74% had a GPA between 2.0 and 4.0. Only 26% of students' GPAs decreased. Of these students, 60% had a GPA which, though it had decreased, was still

between a 2.0 and a 4.0. *These results are tied to the Academic Development National School Counseling Standard which states, "Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span."*



Community Partnerships / Resources

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

Community Partners Listed According to the Three Content Areas They Support:

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

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

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

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

Personal / Social Partnerships with Project Sister, Baldwin Park Family Center, Baldwin Park Police Department (Boot Camp Program), Baldwin Park Adult School, East Valley Community Health Center, and a school counseling intern through the University of La Verne provide numerous resources and services for students.

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

Two Examples of Both a Parent and a Student Volunteer Activity

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

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

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