



S.P.A.R.C.

Support Personnel Accountability Report Card

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



EMPEROR ELEMENTARY SCHOOL

6415 North Muscatel Avenue
San Gabriel, CA 91775
School year - *Traditional*
626.548.5084 – office 626.548.5090 – fax
Principal: *Kathy Perini*

Counselor: *Wynde Barz*

www.templecity.k12.ca.us
Enrollment as of 2/17/11 - 647
2010 – 2011

GRADE LEVELS: K - 6
Psychologist: *Patricia Perez-Mora*

Principal's Message

Emperor School is a 2010 *California Distinguished School Award* recipient, *California Business for Excellence Education Honor Roll School*, *Title One Academic Achievement Award* recipient, and has been recognized as a *National School of Character*. Emperor's dedication to character education as well as high standards and a tradition of academic achievement for all learners requires that staff members strive to meet the needs of every student. We have found that quality instruction, tailored to individual student needs and strengthened by a variety of support strategies, including Response to Intervention (RTI), serves a critical function in student success and closing the achievement gap.

At Emperor School, a partnership exists among students, parents, staff, and community to develop students into responsible members of society. Our Student Support Personnel Team (SSPT) plays a vital role as it facilitates high quality academic success, positive social and emotional development, and school safety for the entire student population.

Emperor strongly supports the continued implementation of the National Standards for School Counseling Programs in our pursuit for excellence. The Support Personnel Accountability Report Card (SPARC) is incorporated to our School Site Plan and assists us in refining our counseling program to best serve the needs of our students each year.

In alignment with our school improvement plan, Emperor is strongly committed to continuous improvement in our counseling and support services programs. Our SSPT successfully accomplished the goals stated in the "Focus for Improvement" section last year. Following classroom guidance lessons tailored to meet the needs of each grade level, newsletters were completed by our counselor providing current information on a variety of skills and strategies for parents and their children. A school-wide manners program was developed by our counselor and presented by sixth grade students. Utilizing ongoing data collections, interviews, and evaluations, the following needs have been identified and prioritized for the 2010–2011 school year: 1) A K-6 program to increase respect, acceptance and appreciate individual differences; and 2) A school-wide bullying awareness campaign with an emphasis on the role of the bystander.

School Climate and Safety

School climate and safety are a priority at Emperor School. It is our goal to provide a structured campus community where students feel cared for, valued and respected. Members of our SSPT interface with the School Climate Team that provides an emphasis on building character and fostering a safe and caring environment where students can thrive both academically and personally. Our SSPT believes that there is a strong correlation between school safety and student success.

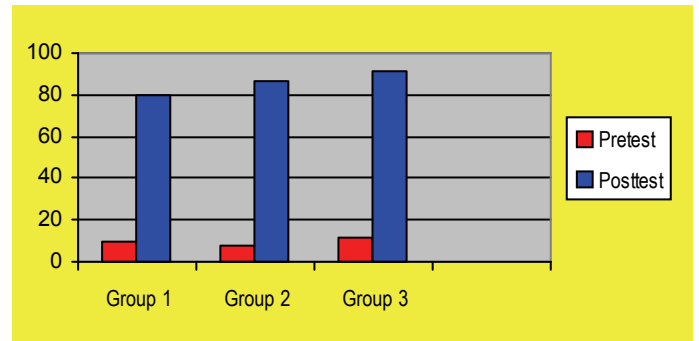
The needs for Emperor's Guidance Program were derived from staff, parent, and student surveys, in addition to school site and community occurrences. The results from this data served as the foundation for our programs that promote student safety, well-being, and connectedness which includes:

- Student support groups provide our students with appropriate skills and techniques in the areas of anger/behavior management, relational aggression, self-advocacy, social skills, stress management, and study skills.
- Classroom guidance lessons pertaining to bullying, conflict resolution, friendship skills, internet safety, gossip, healthy relationships, nutrition, personal hygiene, manners, tolerance, and the use of technology are taught by our school counselor, school counselor intern, and partnering agencies.
- Peer Assisted Listener Services (PALS) is a peer mediation group that helps our students successfully resolve conflicts during recess-time.
- Character Club is a service-based partnership open to all students in the fourth-sixth grades who possess a desire to build character and participate in activities that benefit individuals in the community and at school.

- Parent meetings conducted in a collaborative effort with our school counselor and staff provide instruction and supplemental materials for parents on a variety of topics that are reviewed on a continuing basis.
- After school tutoring services provided by Temple City High School students are coordinated and supervised by our counselor supply additional support for at-risk students.

Keeping in line with our district's theme of "healthy minds, healthy bodies, healthy attitudes, healthy environments, healthy relationships", manners and hygiene lessons were developed to help students make safe and healthy choices. The K-3 grade lesson was designed and presented by students in our Kid Tech program using an interactive white board. The *Kaiser Permanente Educational Theater Program* was on campus with a performance on healthy eating and fitness, and the Character Club was active demonstrating the proper way to wash hands during recess time. The goal of these lessons was to reduce the incidence of illness, improve academic performance, and increase daily attendance. A pretest indicated that only 30% of K-3 grade students were able to identify how long they should wash their hands in order to prevent illness. A posttest given two months later revealed that 83% of students were able to recall the amount of time they need to wash their hands to stay healthy and stop germs from spreading.

Knowledge Pertaining to Hygiene

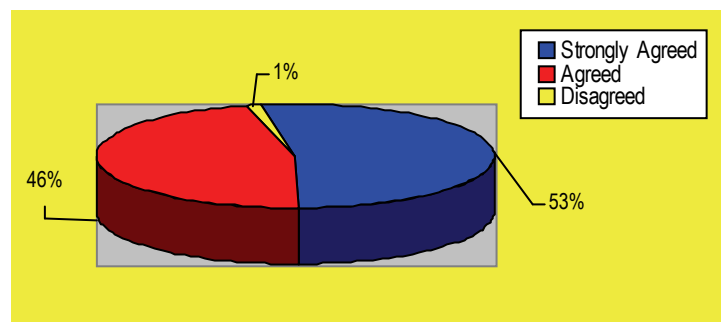


First - Third Grade Students

PS: B1.2 Understand consequences of decisions and choices

A survey of participants in the Character Club program indicated that 95% of the students found their experience meaningful, 92% believed that they had positively contributed to our school, and 100% enjoyed being involved in helping others. Our staff at Emperor, in tandem with the SSPT, makes every effort to ensure that our school climate fosters positive and supportive adult-student relationships. A survey of students indicated that 53% strongly agreed, 46% agreed, and only 1% disagreed that our staff and students actively work together to create a safe and welcoming environment for everyone on campus as shown in the graph below.

Students Who Feel Safe at School



Random School-wide Sample

PS: C1.6 Identify resource people in the school and know how to seek help

The Student Support Personnel Team has completed and updated the School Safety Plan that has been reviewed by the School Safety Committee and adopted by the Temple City Board of Education. The preparedness plan developed by the District Guidance Team guides the mental health activities in times of crisis.

Student Support Personnel Team

Emperor's Comprehensive Guidance Program commenced in 2000. Our Support Services Program is designed, coordinated, implemented, and evaluated by our credentialed school counselor who adheres to the guidelines established within the National Standards for School Counseling. Our SSPT collaborates with educators, support personnel, parents, and stakeholders to identify student needs and develop services to assist students and families. The role of our school counselor and the use of these guidelines equates to an equitable student support system designed to provide services for all students in academic, career, and personal/social development. All certificated team members hold appropriate credentials which meet the No Child Left Behind (NCLB) guidelines for highly qualified staff.

Our team members have memberships in the following professional organizations: California Association of School Counselors (CASC), American School Counselor Association (ASCA), California Association of School Psychologists (CASP), National Association of School Nurses, California School Nurse Association, Los Angeles County Association of School Nurses, American Speech-Language-Hearing Association, and the California Speech-Language-Hearing Association.

Team/Member	Credentials/ Education
Counselor (part-time) Wynde Barz	Master of Science (MS) in School Counseling, Bachelor of Science (BS) in Rehabilitation Services, Pupil Personnel Services Credential (PPS), Child Welfare and Attendance Certificate (CWA)
School Psychologist (part-time) Patricia Perez-Mora	Master of Science (MS) in Counseling with School Psychology Option, PPS Credential, Child Welfare and Attendance Certificate (CWA)
District Nurse Nancie Rodriguez	Master of Education (M. Ed) in School Nurse Education, Bachelor of Arts (BA) in Nursing Science, School Health Services Credential
Speech Therapist Colleen Kwan	Master of Arts (MA) in Speech Language Pathology, Clinical Rehabilitative Services Credential in Speech-Language- Hearing
Community Liaison Terry Welder	Bachelor of Arts (BA) in Sociology, Bachelor of Arts (BA) in Communications, Certificate in College Counseling

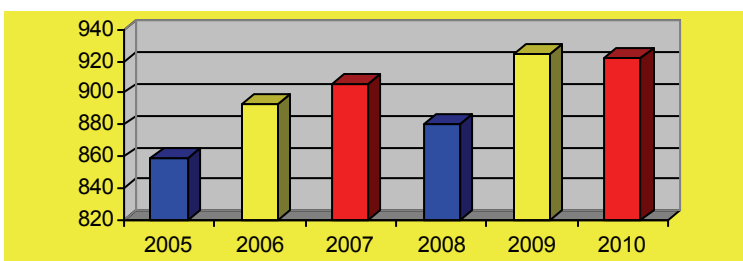
Student Results

Our SSPT is dedicated to the school district's mission of developing "responsible life-long learners capable of shaping the future." Utilizing the ASCA National Standards ensures the realization of this goal for every student. As such, the delivery and management of a comprehensive program aligned to these standards relies upon the collection, evaluation, and analysis of process, perception, and results data. This data is then used to develop support services that SSPT members coordinate and deliver. Student results are a vital component of the accountability system for our program as they provide the focus and validation for our program and allow the SSPT to see how students are different because of our support services.

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

Students identified as being in need of additional skill development were given lessons relating to study and test-taking skills. Pretest data indicated that students displayed little knowledge of the primary test-taking skills. Following several lessons, a posttest given revealed that the students were able to increase their test scores by applying the test-taking skills by an average of 41%. Students were also able to utilize the primary test-taking skills to increase their scores on standardized tests. Last year, our Academic Performance Index (API) score increased from 881 in 2008 to 925 in 2010 as shown below.

Academic Performance Index



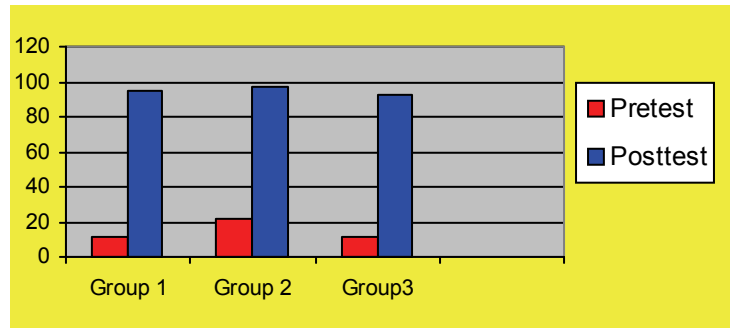
A: A2 Acquire skills for improved learning

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

For the past nine years, small counseling groups have provided emotional support for students with a variety of identified needs, such as behavior management, relationship challenges, self-esteem, and social skills. Data revealed that 94% of the students who participated in groups learned interpersonal skills they could apply in their daily lives. A pretest given in a behavior management group showed that only 7% of the students could list five appropriate listening skills. Following several lessons, a posttest displayed that 89% of the group could list at least five helpful skills they could use effectively to listen attentively.

One area of focus at Emperor this year has been to provide all K-6 grade students with personal safety skills, stranger awareness, internet safety strategies, and how to effectively address cyberbullying. In a partnership with *Find the Children* and our counselor, our students received valuable life-saving skills through the "Kid Intuition" program, role-play activities, and a parent newsletter. Pretest data showed that an average of 15% of students were able to list four effective safety skills. Six weeks after the lesson, posttest data demonstrated a significant increase in knowledge as 95% of students could list at least four safety skills as illustrated in the following graph.

Students Who Could List Four Skills to Keep Them Safe from Strangers

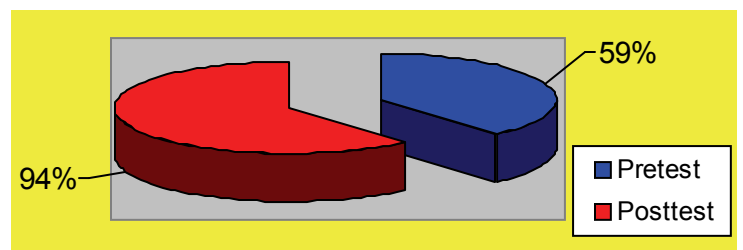


PS: C1.7 Know how to apply effective problem solving and decision making skills

Career Domain, Standard A: *Students will acquire the skills to investigate the world of work in relation to knowledge of self and make informed career decisions.*

To promote career awareness, all sixth grade classes used the Internet to access career-planning information and increase the awareness of education and training needed to achieve career goals. A survey prior to an online career lesson revealed that on average, 59% of the students knew their future career goals. A survey following an in depth career assignment showed an increase in awareness as 94% of the students indicated a goal as illustrated in the graph below. In addition, 72% stated that they would require a college degree and 29% would need specialized training for their career choice. This lesson allowed the students to understand the importance of personal interests, grades, and educational planning as they relate to future goals.

Students Who Demonstrate the Awareness of Educational Planning



Sixth Grade Students

C: B2.1: Awareness of training and education

Community Partnerships

Emperor's SSPT coordinates and collaborates with a significant number of community agencies that enhance the quality and effectiveness of our student support program. These partnerships serve as an integral component for the delivery of services that provide academic enrichment for students who need additional support, counseling for students and families in need, workshops for staff development, grants for support services, crisis response, and violence prevention. The following is a list of our partnerships: **Academic** - Temple City Educational Center, Quality Care; **Personal/ Social** - Asian Pacific Family Center, County Sheriffs Department, Find the Children, Kaiser Permanente; **Career**- Rose Donuts, Re/Max Realtor, Starbucks, and various professionals from the surrounding communities who participate in our Career Fair.

Parents/guardians provide valuable support and direction to our student support program and impact the lives of youth. Parents/Guardians are strongly encouraged to become involved in any of the following activities: **Parent-Teacher Association (PTA)** which provides financial support for program needs, helps to distribute parenting informational letters, and encourages parental involvement through "Friendraisers" throughout the year (Contact-Kim Sickles, PTA President, 626-548-5085); and **Career Fair** (June 2, 2011) which is an opportunity for volunteers to share information pertaining to their jobs and career fields with our students.

For information on how to volunteer, please contact our counselor, Ms. Wynde Barz at wbarz@tcusd.net or 626-548-5131.