



S.P.A.R.C. Support Personnel Accountability Report Card 2010

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

2009-2010 School Year - Snowline Joint Unified School District

School Year: Traditional - Enrollment: 2,420

9292 Sheep Creek Road, Phelan, CA 92371

Principal: Sharon Schlegel PHONE: (760) 868-3222 FAX: (760) 868-3803



Principal's Message

At Serrano High School, we strongly believe that our outstanding Guidance Department has successfully implemented the National Standards for School Counseling Programs, which have also been adopted by our Snowline Board of Education. Since supporting these standards is an essential part of Serrano's future planning, the Support Personnel Accountability Report Card is incorporated into our Improvement Plan. Addressing the focus for improvement items initiated in last year's SPARC, our guidance website has been developed and is up and running with information regarding student support services at Serrano. In regard to a second goal, counselors facilitated the annual review of all 504 plans for freshmen and seniors more than three months earlier than last year so that accommodations could be implemented as quickly as possible. One of our goals for next year is to coordinate with alternative education staff to improve the transfer of students between alternative and traditional school sites. The Counseling Department has also proposed that they will provide receptive and responsive service to students, parents, and staff so that these customers leave the office knowing that every effort has been made to accommodate their needs. The Guidance Department is also conducting individualized reviews of academic performance to better address individual needs of students. These reviews, along with the Peer Ambassador and Synergy programs, are integral to the support program's impact on student success and school safety at Serrano. The entire Student Support Personnel Team plays a vital role in Serrano's recognition as a safe school with an outstanding academic program that benefits all of our students.

Student Support Personnel Team

History of Growth and Development: Adhering to the National Standards, Serrano High School's professional school counselors design, coordinate, implement, and evaluate an equitable student support system that serves all students. Serrano's counselors work closely with all members of the Student Support Personnel Team (SSPT) to continually educate and support students, parents, and staff. This comprehensive team collaborates on a regular basis to discuss student services and address all student academic, career, and personal/social concerns.

Support Personnel Profiles: The chart highlights the background and professional memberships of team members. Additionally, meeting guidelines of No Child Left Behind legislation, all team members hold appropriate credentials for their positions.

Team Member	Credentials/Education	Education Experience	Team Member	Credentials/Education	Education Experience
Professional School Counselors 4 Full-time	2 Teaching Credentials 4 Pupil Personnel Credentials 4 Master's Degrees	74 Years Members of professional organization	School Psychologist 1 Full-time	Licensed Educational Psychologist Master's Degree	12 Years Member of professional organization
Deans 2 Full-time	2 Teaching Credentials 2 Administrative Credentials 2 Bachelor's Degrees 1 Master's Degree	24 years	Speech Pathologist 1 Full-time	Rehabilitation Services Credential/State License Master's Degree	22 Years Member of professional organization
Nurse 1 Part-time	Registered Nurse Public Health Nurse Bachelor's Degree	3 Years	Clinical Counselor 1 Itinerant	Licensed Marriage/Family Therapist Master's Degree	13 Years
ROP Coordinator 1 Full-time	1 Bachelor's Degree ROP Supervision Credential	19 years Member of professional organization	Bridge Program Coordinator 1 Part-time	Teaching Credential 2 Master's Degrees	31 Years Member of professional organization
Guidance Technicians 4 Full-time		63 Years	Clerical Staff 1 Full-time		23 Years

Community Partnerships/Resources

The Student Support Personnel Team coordinates a variety of resources and collaborates with a significant number of community partners. Partners in the academic domain provide help for students to fulfill graduation requirements and enhance college eligibility. For example, a service from Victor Valley College has been free California High School Exit Exam preparation workshops. Partners in the career domain assist with career education and employment. For instance, an expanded service from the Regional Occupation Program has been the availability of courses to ninth and tenth graders. Partners in the personal/social domain respond to health referrals and provide both needs-based assistance and community service opportunities to students and their families. An example is the O Ambassador Club that allows Serrano students to raise funds to improve living conditions for a community in India. Active relationships with organizations listed below greatly enhance the quality and effectiveness of the student support program.

Academic Domain: <ul style="list-style-type: none"> ▪ CSU San Bernardino ▪ Chaparral Alternative High School ▪ Desert View Independent School ▪ Special Ed Local Plan Area ▪ Victor Valley Community College – Bridge Program 	Career Domain: <ul style="list-style-type: none"> ▪ Armed Services/Outreach ▪ City of Victorville – College/Career Days ▪ City of Victorville – Futures Fair ▪ Department of Rehabilitation Workability Program ▪ Job Corps ▪ Regional Occupation Program 	Personal/ Social Domain: <ul style="list-style-type: none"> ▪ Community Crisis Response Team ▪ Department of Children's Protective Services ▪ Desert/Mountain Counseling Center ▪ Healthy Families ▪ O Ambassadors ▪ Timberline Lion's Club
---	--	--

The student support system also benefits from and welcomes volunteer participation in a variety of ways. In order to make a difference for all students and staff members, please contact Joanne Rios at joanne_rios@snowlineschools.com or (760) 868-3222 ext. 2966.

Parents/guardians are currently involved and all are invited to contribute to our mission in the following ways:

Career Speaker/Mentor Program: Parents and community members meet with Partnership Academy students to present information about their chosen career, mentor students, and/or provide job shadowing opportunities.

Peer Ambassador Program: Volunteers participate in programs related to diversity, such as the Synergy Program and National Heritage Months, by setting up for special events and/or providing multi-cultural entertainment/information.

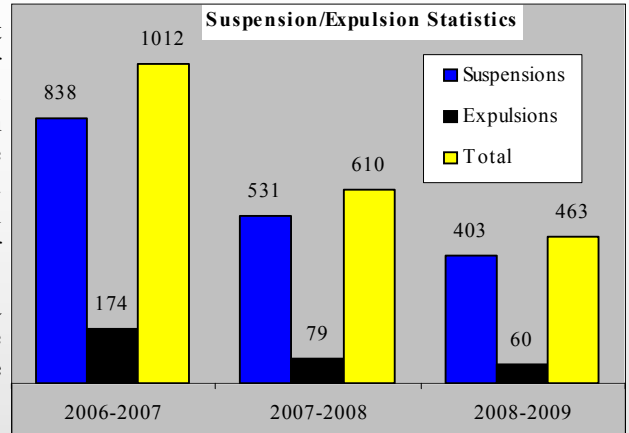
Scholarship Committee: Volunteers assist with clerical duties, provide scholarships, and/or participate in Senior Awards Night.

School Climate and Safety

The relationship of the student support system to overall school climate and safety is critical. To maintain a safe campus the deans have completed an updated School Safety Plan that has been reviewed by the School Safety Committee and adopted by the Board of Education.

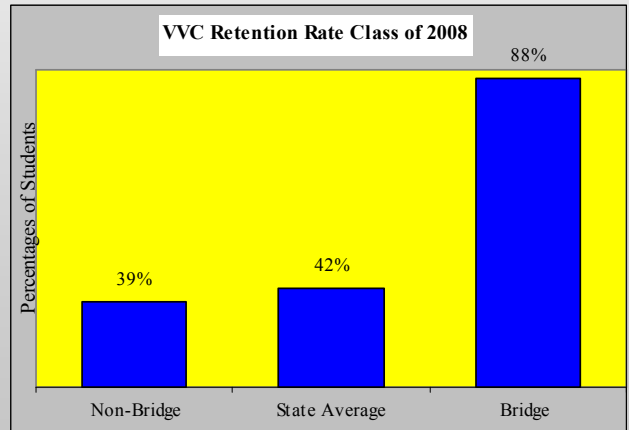
Reducing Suspensions/Expulsions:

The number of suspensions and expulsions has steadily decreased in the last three years. This decline in consequences that remove students from class or expel them from school can be related to interventions by support personnel. Even with reductions in staff, the Student Support Personnel Team has taken steps to implement more proactive and responsive approaches along with more parental involvement in order to keep students in school and out of trouble. Examples of these approaches include advisory class lessons to ensure that all students are aware of the discipline policy, Synergy days planned by Peer Ambassadors, group counseling for anger management and substance abuse, increased individual counseling, increased parental contacts, the addition of a credentialed teacher to manage the in-school suspension program, and the assignment of a district police officer on campus full-time. The data indicate that the number and severity of discipline problems have decreased.



Planning beyond High School:

In a positive school climate, staff members actively assist students not only in their current learning but also in their future planning. To create a campus-wide expectancy that students continue their education beyond high school and to establish a college-going climate, the Bridge Program was implemented four years ago. Coordinated by the director and counselors, this program includes standards-based lessons taught during advisory class. Counselors also facilitate sessions to help students apply, complete the placement test, create a preliminary education plan, and register for classes at the local community college, Victor Valley Community College. Based on data from VVC's Dean of Student Services, the chart reveals percentages of student groups who passed classes and completed the year at community college. Serrano's graduates who participated in the Bridge Program had the highest retention rate.



Student Results

The success of a school and its programs must be measured by student results. The following data demonstrate the support system's impact on student performance in all three domains of the American School Counselor Association's National Standards.

Academic Domain, Standard B:

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college. Student Support Personnel Team members intervene to ensure student success. Counselor interventions include appropriate class placement, four-year plans, academic reviews, counseling groups, and connection of students to alternative education, tutoring, and specialized accommodations when needed. Psychologist interventions include learning assessments and Individualized Education Plans. Deans monitor attendance and provide behavioral guidance. The nurse conducts health screenings, creates individual health and emergency care plans, and informs families of resources. Recognizing that students who earn a diploma are better prepared for postsecondary education, employment, and success throughout life, the Serrano staff is proud of its high graduation rate. The graph below shows annual percentages of students who graduate from Serrano as compared to the percentages who graduate within San Bernardino County and throughout California.

Career Domain, Standard C:

Students will understand the relationship among personal qualities, education and training, and the world of work. Support team members participate in the placement of students in Serrano's Medical Careers Pathway, a program designed for students who are interested in occupations in the health care industry. In an effort to help students develop career awareness and job readiness within the health professions, the ROP Coordinator oversees this program's career education opportunities, including health-related coursework, guest speakers, field trips, senior projects, and externships where students gain on-the-job experience with local doctors' offices, vet clinics, fire stations, sports teams, and gyms. Offering an academically rigorous program that prepares graduates to enter a four-year university, a community college, and/or the work force, Pathway teachers gather data to evaluate student performance. The graph shows percentages of students who completed externships and were hired at their job site as well as those who completed medical assistant and/or technician classes and mastered required skills for entry-level employment in a health-related profession.

Personal/Social Domain, Standard B:

Students will make decisions, set goals, and take necessary action to achieve goals. In order to support deans' efforts to enforce an effective tardy policy and to provide guidance to students regarding the importance of punctuality, counselors provide an intervention to students who accumulate seven tardies. This intervention is a one-on-one conference with student and counselor. Covered topics include strategies to avoid being late, consequences of tardiness to learning in school, and potential impact of lateness in the world of work. Implemented strategies include parent contact, action plans, and provision of alarm clocks. Based on student discipline records and attendance, the graph shows the percentage of students who improved their punctuality by reducing their tardies, the percentage who perfected their record by receiving no further tardies, and the percentage who demonstrated no positive change after intervention. Students' demonstration of improved punctuality shows their ability to make a needed personal/social change.

