



# S.P.A.R.C.

## 2012 Support Personnel Accountability Report Card

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

**Longden Elementary School**  
9501 Wendon Street  
Temple City, CA 91780  
Office: 626 548-5068 Fax: 626 548-5175  
(Website: www.tcusd.net)

**DISTRICT:** Temple City Unified  
**GRADE LEVELS:** K-6  
**ENROLLMENT:** 1004  
**SCHOOL YEAR:** Traditional  
**PRINCIPAL:** Mrs. Shawn Thomas



### Principal's Message

Longden Elementary is known for its positive climate, high academic expectations, energetic and professional staff, and its strong community partnerships. I wholeheartedly endorse the National Standards for School Counseling Programs as it provides us the framework for establishing goals that will meet the academic, career, and personal/social needs of our students. Our entire Student Support Personnel Team (SSPT) has joined forces with our faculty, parents, and community to provide a safe environment where our students can thrive and succeed. Working together, we have developed a powerful vision that establishes a commitment to excellence and sets high standards for the academic, social and emotional development of our children. The Student Support Personnel Team takes the lead in identifying and addressing individual student and school program needs and evaluating results. Individualized review of academic performance is an integral part of our student support program. Due to the diligent efforts of the team, each year we continue to see academic growth in our students.

Student safety is a priority. The Longden Code sets clear expectations for respectful, responsible, honest, kind, and safe behavior. Members of the Student Support Personnel Team provide direct instruction in these character traits, and adults on campus model appropriate behavior, utilize "teachable moments," redirect and intervene to ensure student safety and to honor and value differences. We have incorporated the Support Personnel Accountability Report Card (SPARC) into our School Improvement Plan.

Last year's focus for improvement was to improve student safety, both physical and emotional. We accomplished this goal. We increased student supervision, implemented active play during recess, changed drop off and pick up measures and revised guest sign in procedures, in addition to educating the students on how to stand up to bullying. This year our focus for improvement is to improve and enhance our emphasis on Character Education by adopting the *Character Counts: Six Pillars of Character*, celebrating students who display these positive traits, and increasing lessons in the classroom. In addition we will also be evaluating our Response to Intervention data and fine tuning our academic interventions program.

### Student Support Personnel Team (SSPT)

The District Elementary Counseling Program came into existence in the fall of 2000 with one counselor serving the needs of four elementary schools encompassing a total of approximately 2,800 students. We currently meet the needs of our Longden students with one full-time counselor and one part-time school psychologist.

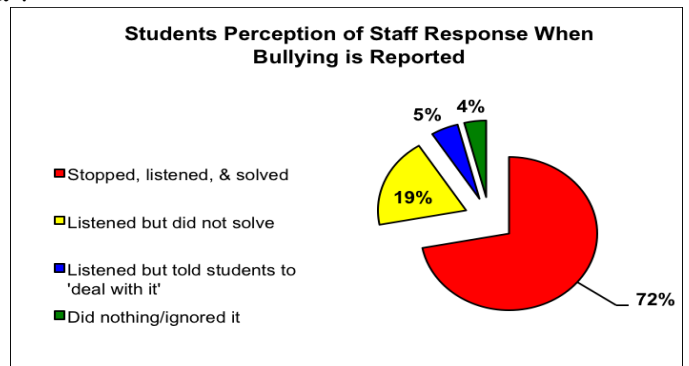
Longden's SSPT truly includes all adults on campus (administrators, classified employees, volunteers, and other support personnel), as our program is implemented in collaboration with the entire staff through guidance lessons and curriculum. Our Student Support Personnel Team is comprised of the following:

Team Member	Education
School Counselor	Master's Degree
School Psychologist	Master's Degree
Resource Specialist	Master's Degree
Speech Therapist (2)	Master's Degrees
Clerical Staff	Associate and High School Degrees
Health Assistant	Associate Arts Degree
Technology Media Clerks	Bachelor's Degrees

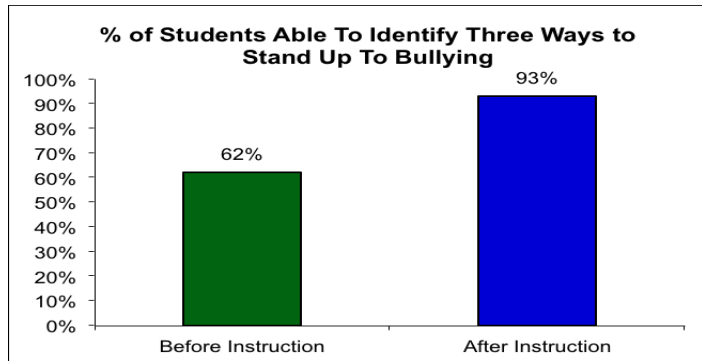
Guided by the National Standards for School Counseling, our student support program is designed, coordinated, implemented, and evaluated by our school counselor in collaboration with our administrators and other support personnel. Our equitable student support system is designed to meet the needs of **all students**. All certificated team members hold appropriate credentials and meet No Child Left Behind guidelines for highly qualified staff. In addition, our team members retain membership in their respective professional organizations, such as California Association of School Counselors, California Association of School Psychologists, and California Speech Language Hearing Association. As a group, we are accountable to our entire school community and an open door policy is encouraged among all stakeholders.

### School Climate and Safety

School climate and safety are directly impacted by the efforts of the SSPT. Through character education, conflict resolution training, and lessons on how to solve problems, which are provided by members of the team, all students are involved in improving and maintaining school safety and a positive school climate. With 118 new students joining our Longden community, we kicked off the school year with a Newcomer's Lunch with the counselor. We welcomed these students and provided the opportunity to meet each other, our staff, and to enjoy treats. This year a local pediatrician and a parent volunteer will host their annual Parents and Kids Health Education Night. Our Parent Teacher Association (PTA) sponsors a Mother/Daughter Tea, Father/Daughter Dance, Parent Potluck with the Principal for each grade level, and Lunar New Year's Celebration, all of which provide us an opportunity to strengthen our school/family partnership and share traditions. In addition to these, there is also a parenting class that is taught by the assistant principal. Our staff utilizes a Tiger Tickets program to "catch students being good." We reward positive behavior with a monthly drawing of Tiger Tickets and winning students are invited to select the prize of their choice. Members of the SSPT received on going training for suicide prevention. Members of the SSPT sit on the School Safety Committee, collaborated in updating our School Safety Plan, and the revised plan has been adopted by our Board of Education. Our parents are active participants in the Longden community through a multitude of volunteer activities. Our emphasis this year has been to take a two-pronged approach to address teasing and bullying. We have provided staff with the training to proactively address bullying when it is reported. Consistency is the key. This program, along with school-wide violence/bullying prevention lessons, contribute in a meaningful way to maintaining a positive school climate. The results of a student survey conducted in fall of 2011 indicates that when students report bullying to Longden staff members, their concerns are taken seriously. Seventy-two percent of Longden students reported that staff "stopped, listened, and solved the problem", nineteen percent reported they "listened but did not solve the problem", five percent reported they "listened but told students to deal with it" and four percent reported staff "did nothing/ignored it".



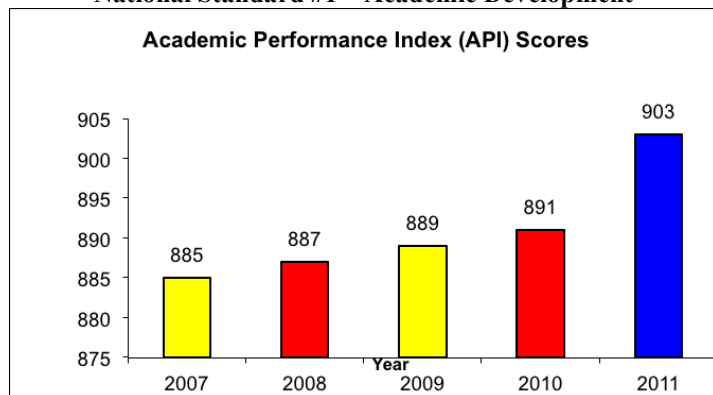
Because the issue of bullying has become so important in students feeling safe at school, we have also chosen to do lessons on the power of the bystander. Prior to these lessons, 18 out of 29 students were able to identify 3 things they can do to stand up to bullying but post-test indicates that 27 out of 29 students were able to identify 3 strategies to stand up to bullying. The following chart highlights the difference between the identification of standing up to bullying before the lesson and three ways to stand up to bullying students reported they knew after the lesson. With these results, we can proceed with lessons in trying to prevent bullying completely at Longden.



### Student Results

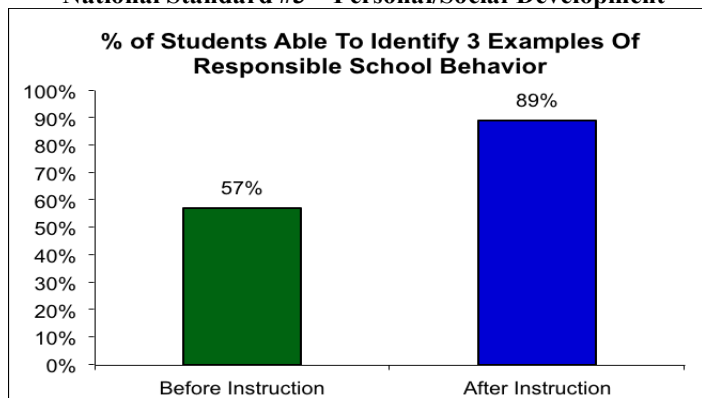
In accordance with the National Standards for School Counseling Programs, data collection and evaluation play a vital role in determining how to best utilize our resources in creating programs which maximize student results. Our interventions are data driven. As a team, we evaluate our efforts by asking the question, “How are students different because of our program?” Our focus has been to help students “acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span” (National Standard #1-Academic Development). Our administrators and members of the SSPT evaluated data in order to coordinate services among our Response to Intervention Program and Literacy Lab. Our focused interventions have enabled us to show consistent growth over time in our API scores. The results below indicate the exceptional level of commitment put forth by all Longden stakeholders working collaboratively to ensure student success in the learning process.

### National Standard #1 – Academic Development



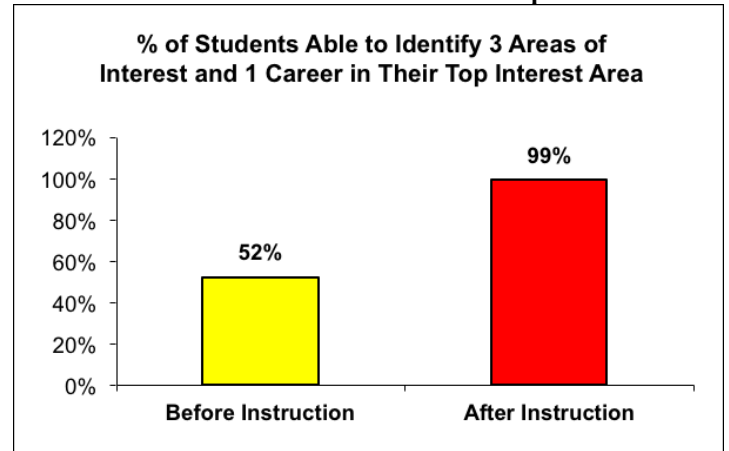
Our emphasis in the personal/social domain has been to recognize that everyone has rights and responsibilities (National Standard #3-Personal/Social Development). Pre-tests indicate that initially fifty-seven percent were able to cite 3 examples of responsible school behavior. Following a lesson on rights and responsible behaviors at school, post-tests indicate that eighty-nine percent of students could site 3 examples of responsible school behaviors.

### National Standard #3 – Personal/Social Development



Our focus in the career domain has been to help “students acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions” (National Standard #1-Career Development). To meet this standard, we utilized an interactive computer career exploration program called Kids Career Collection. Students complete an interest inventory and explore careers for kids who like adventure, math, animals and nature, computers, science, sports, travel, writing, art, music and dance, talking, and money. Prior to instruction, 52 percent of 6<sup>th</sup> grade students could identify three careers of interest to them. Following instruction by our media clerk and counselor, 99 percent of 6<sup>th</sup> grade students have been able to identify three areas of interest, select one career in an interest area, and research facts about their career choice.

### National Standard #1- Career Development



### Community Partnerships/Resources

As a staff, we at Longden truly believe that “it takes a village to raise a child.” In accordance with this belief, our student support system coordinates and collaborates with a significant number of community partners. Community partnerships enhance our staff’s ability to respond immediately to student needs by providing us specialized resources. Medical services provided by our community partners support our families in need, and school supplies and clothing help to insure that our students’ basic needs are met so that they are available to learn. Asian Pacific Counseling Center provides mental health services to our students and their families. Our partnerships include:

#### Academic Domain:

Los Angeles County Office of Education  
 Temple City Education Foundation  
 Temple City Education Center

#### Personal/Social Domain:

Los Angeles County Sheriffs Department  
 Operation School Bell (clothes for needy families)  
 Cleaver Family Wellness Clinic (free medical)  
 Vision Consultants of Southern California (free glasses)  
 Asian Pacific Counseling Center  
 Kiwanis Club of Temple City-No Cussing/Bullying Club  
 Kaiser Permanente-Educational Theatre Programs

#### Career Domain

LA County Sheriff’s Department  
 LA County Fire Department  
 Parent career day volunteers

Students and parents are active volunteers in our Longden community. Our wonderful Parent Teacher Association (PTA) volunteers support our school community through numerous activities such as Back to School Barbeque, Halloween Spooktacular, Lunar New Year Celebration, fall and spring fundraisers, holiday food drive and carnival. Parents participate in our career week program and provide countless hours of clerical support to members of the Student Support Personnel Team. Both students and parents assist us with translation, and student artists support our counseling program with their talents. High school volunteers act as mentors and tutors for our students in need of extra help.

We welcome parent, student, and community volunteers! Please contact our community liaison representative, Mrs. Donna Daniels, at (626) 548-1795 ([ddaniels@tcusd.net](mailto:ddaniels@tcusd.net)) or our school counselor, Mrs. Judy Schmidt, at (626) 548-5188 ([jschmidt@tcusd.net](mailto:jschmidt@tcusd.net)).