



California Results-Based School Counseling and Student Support Guidelines

2007

**California Department of Education
Counseling, Student Support, and Service-Learning Office
Learning Support and Partnerships Division
1430 N Street, Suite 6408
Sacramento, California 95814
916!323-2183**

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A Message from the State Superintendent of Public Instruction

In California, as in all other states, there is an increased emphasis on high academic achievement for all students. To accomplish this goal, curriculum content standards and standards-based instruction have become a high priority in our kindergarten through grade twelve schools.

The *California Results-Based School Counseling and Student Support Guidelines* is intended to show how school counselors and student support professionals can contribute to the goal for every student to succeed in school and in life.

I encourage schools to use this document to guide them in the development of school counseling and student support programs that are driven by results, are an integral component of each school's plan, and meet the needs of all students.

JACK O'CONNELL

State Superintendent of Public Instruction

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Members, Strategic Advisory Group

Charlsey Cartwright, Consultant, California Career Resource Network
Delores Curry, School Counselor, Colton High School, Colton Joint Unified School District
Joseph D. Dear, Consultant, California Commission on Teacher Credentialing
Trish Hatch, Director, School Counseling Program, San Diego State University
Clarence D. Johnson, Consultant and Professor, Psychology Division, Walden University, Minneapolis, Minnesota
Paul Meyers, Principal, Ferndale Elementary School, Ferndale Unified School District
Bob Tyra, Consultant, Los Angeles County Office of Education
Loretta Whitson, Director of Student Support Services, Monrovia Unified School District

California Department of Education Staff

Patrick Ainsworth, Assistant Superintendent, High School Leadership Division
Wade Brynelson, Administrator (Retired), Counseling, Student Support, and Service-Learning Office
David Kopperud, Consultant, Counseling, Student Support, and Service-Learning Office
Vivian Linfor, Consultant, Counseling, Student Support, and Service-Learning Office
Jan Mayer, Assistant Superintendent, Learning Support and Partnerships Division
John Merris-Coots, Consultant, High School Initiatives Office
George Montgomery, Consultant, Counseling, Student Support, and Service-Learning Office
Cliff Rudnick, Administrator, Counseling, Student Support, and Service-Learning Office

Introduction

The purpose of the *California Results-Based School Counseling and Student Support Guidelines* is to help counties, districts, and schools to review and strengthen their existing school counseling and student support programs and to help those without such a program to build one.

The California State Budget Act of 2006 (AB 1802, Chapter 79) amended the California *Education Code* to ensure that students in grades seven through twelve receive counseling services. The services must include a review of students' academic and department records and inform students about the course work they need to satisfy completion of middle school or high school and pass the high school exit examination. The emerging program should be integral to the mission of the school(s), structured and accountable, and helpful in raising students' academic achievement.

This document is the result of a theoretical and philosophical shift in school counseling. It promotes an approach in which the school counseling and student support team provides enhanced services to groups of students and to individual students to ensure that they achieve educational excellence. The overall support and assistance are comprehensive in scope, preventive in nature, developmental in design, student-centered, and results-based.

These guidelines build on the concepts outlined in California laws and follow the structure presented in the *ASCA National Model: A Framework for School Counseling Programs*, published by the American School Counselor Association (ASCA) in 2003. The California guidelines support establishing school counseling and student support teams that include home and community resources to provide the physical, emotional, and intellectual support that all California students need to succeed.¹

The guidelines help school counseling and student support teams to design programs that reflect students' needs. The data are collected from statewide surveys and are consistent with the requirements of the federal No Child Left Behind (NCLB) Act of 2001 and the California standards-based assessments.

¹ "Goal 5" in *Fact Book 2006: Handbook of Education Information*. Sacramento: California Department of Education, 2006, p.10.

Background

California is committed to creating an education system that equips all students with exemplary knowledge and skills needed to excel in college and in careers and to be prepared to assume civic responsibilities. The *California Results-Based School Counseling and Student Support Guidelines* can assist school counselors and student support staff in working with administrators, data management staff, school board members, and the community to design and implement an organized, developmentally appropriate program that aligns with this vision.²

One of the cornerstones of the federal No Child Left Behind (NCLB) Act of 2001 is its intent to have every child succeed and to make every school accountable for year-to-year advancement of student learning. It sets goals for schools and local educational agencies (LEAs) to meet in order to reach Adequate Yearly Progress (AYP) targets of performance. California adopted its own statewide accountability system, the Academic Performance Index (API). These requirements for accountability mean that schools must show significant gains in the achievement of all students.

By adopting state curriculum content standards and increasing student testing, the California Department of Education (CDE) also supports the national effort to “leave no child behind.” Because of the CDE’s efforts toward developing and implementing academic content standards and making instructional decisions based on assessment data, many schools have successfully met federal and state improvement targets. At the same time, it has been acknowledged that a gap exists in the level of knowledge and skills and support systems available to significant subgroups of students attending underperforming schools.

A results-based school counseling and student support system that builds on a program established from student data can contribute to closing the learning gap for some students and create ways for school counselors and student support staff to:

- No longer work in isolation, but be included in the leadership at their school.
- Create programs that support diverse student populations.
- Reach all students through the use of exemplary strategies that employ multiple, reliable, and fair measures to assess academic, career, and personal/social progress.
- Build a program with specific goals and developmentally appropriate student competencies for students at all grade levels.
- Understand and agree that all students not just those who are highest-achieving, lowest-achieving or experiencing emotional or behavioral difficulties need to be provided with school counseling and student support to maximize their potential.

The *California Results-Based School Counseling and Student Support Guidelines* was developed to assist schools in strengthening their learning and teaching systems. This model can help schools reframe learning support interventions to show results. By using

² *Fact Book 2006: Handbook of Education Information*. Sacramento: California Department of Education, 2006, p. 9.

student data to document the effects of this model on students' success, schools can determine whether students are prepared for college and career and can make thoughtful decisions and overcome barriers to learning.

This document is advisory and not binding on LEAs.³ It recommends the following steps for schools and school districts to follow in order implement a program that supports learning and success for all students:

- Secure a commitment from the school community to accept the challenge to build a results-based school counseling and student support program.
- Assess the effectiveness of current school counseling and student support services.
- Build a foundation for a results-based school counseling and student support program into the schools' and districts' beliefs, philosophy, and mission statement.
- Select academic, career, and personal/social proficiencies that students should know and be able to do by the time they graduate from high school.
- Select competencies that correlate with the needs and strengths of students and reflect students' academic, career, and personal/social gains.
- Design a delivery system that follows an agreed-on action plan for a planned guidance curriculum and intentional guidance lessons that allow all students to demonstrate satisfactory results.
- Manage the school counseling and student support program through the use of calendars and action plans to incrementally implement well-designed lessons and programs.
- Make the program accountable by maintaining current and accurate data, and analyze those data to show program effectiveness and student results.

To help educators envision what a program might look like, the following example shows how one school developed its own results-based school counseling and student support program.

What a Results-Based School Counseling and Student Support Program Can Look Like

At Hoover High School in the Glendale Unified School District, each school year used to begin with the time-honored chaos of classes being closed, opened, and moved and student schedules being shifted as teachers and students were shifted. Tradition also held that school counselors were assigned to students according to the first initial of students' last names.

In October the five school counselors completed graduation status reports for seniors and focused on those seniors who lacked credits. In November and December each counselor helped college-bound students complete applications and letters of recommendation. In January the second semester schedules were settled, and then the focus returned to seniors who needed to apply for financial aid and scholarships. In March school counselors prepared a final graduation report for each senior on the basis

³ California *Education Code* Section 33308.5, Statutes of 1983, <http://www.leginfo.ca.gov> (Outside Source).

of the first semester's grades, met with the nongraduating seniors and their parents, and developed a plan for those students' eventual graduation. In April and May school counselors registered ninth, tenth, and eleventh grade students for summer school and the next school year. Then it was back to the seniors for June graduation.

From the moment the office door opened until late in the afternoon, each counselor's time was consumed by students with questions, parents dropping in for conferences, teachers with concerns or complaints, and administrators with rush assignments. When asked in a meeting one afternoon, "What do counselors do?" each Hoover counselor could go on and on. However, when asked, "What can the kids do?" they couldn't describe what students could do as a result of what the school counselors did.

That experience led to the design of a school counseling and student support program in which seniors didn't take the "lion's share" of time and resources, all school counselors were not doing the same things at the same time, and school counselors and student support staff did not spend day after day reacting to requests from students, parents, teachers, and administrators.

School counselors teamed with other student support services staff to build a base of support among students, parents, teachers, administrators, and the community to begin restructuring the school counseling and student support delivery system. They elected to use the fall semester to make the transition.

Only the seniors remained in the "alphabetical divisions," and each school counselor became responsible for a "domain," or area of specialty. Other student support staff shared responsibilities to meet the needs of 100 percent of students in grades nine through twelve.

One counselor advised on college, one on careers, and one on personal issues. Two counselors were academic counselors and collected data for both program development and the measurement of student results.

To reach all students, school counselors routinely visited classrooms and presented lessons. Other support staff furthered the mission by providing response services, systems support, and individual student planning. To give the other school counselors time to prepare lessons, one counselor served as "counselor of the day" to take telephone calls, walk-in students, and drop-in parents, teachers, and administrators. All the school counselors agreed to rotate this position to give the other school counselors uninterrupted time. Suddenly, the lines outside every counselor's door were shortened. Teaming with other student support staff provided school counselors with time to plan and develop a calendar of guidance lessons to enhance students' academic achievement.

Most important were the results for students. When the students were first surveyed, only 2 percent of them knew what classes were required for graduation. By 2005, 75 percent of the students knew what classes they needed to graduate, and 80 percent knew their own graduation status and were planning accordingly.

The percentage of students meeting University of California (UC) and California State University (CSU) admissions standards grew from 17 percent in 1998 to 37 percent in 2005. The number of students participating in the CSU Early Assessment Program (EAP) increased, and fewer students needed remedial classes when they reached college. Every Hoover senior completed a Free Application of Federal Student Aid (FAFSA).

Finally, the students have taken more responsibility for their performance in classes they take and pass. School counselors rarely hear, “Why did you give me this class?” or “You kept me from graduating.” Students have been empowered, and school counselors have been able to provide guidance and work as a team with other student support staff to ensure that all students achieve the competencies they need to succeed in school and in life.

Adapted from an article for the California Association of School Counselors titled “And What Can the Students Do?” by Kathleen Frazer, School Counselor, Hoover High School, Glendale Unified School District.

This document promotes building a structured program in which all students receive a planned guidance curriculum that brings together skills for learning (academic), skills for earning (career development), and skills for living (personal/social development). It also promotes focused intentional guidance for students who need more support.

Chapter 1 outlines the California model for a school counseling and student support program that ensures all students acquire proficiencies.

Chapter 2 identifies and defines a variety of data sources school counselors and student support staff can use to determine needs and demonstrate student results and program effectiveness.

Chapter 3 discusses the implementation and practice of a results-based school counseling and student support program that shows results for all students.

If academic achievement for all students is the goal, then acknowledging their strengths and improving their capability to succeed moves schools closer to that goal and corresponds to the California Department of Education’s vision to “equip all students with the knowledge and skills they need to excel in college and careers, and excel as parents and citizens.”⁴

⁴ *Mission and Vision*. Sacramento: California Department of Education. 2006. <http://www.cde.ca.gov/eo/mn/mv>.

Chapter 1: The California Results-Based School Counseling and Student Support Model

The numbers of school and district staff members and their roles in providing support for students vary from district to district and from school to school. A schools survey directed by Assembly Bill 722 (Statutes of 2001), and conducted by the California Department of Education (CDE), found that while California has grown in population, schools have continued to decrease steadily in personnel and services that provide the academic and career counseling and psychological and social services students need to succeed.⁵ With the decreasing numbers of school counselors and student support personnel, schools must rely on community partners and others for help in connecting students to the support services they need.

School Counseling and Student Support Providers

To build a results-based program that focuses on supporting students through high school and beyond requires the expertise of school counselors and a school team that includes parents, student support providers, and others from the local community. While the school counselors have a primary role to provide intensive guidance and coordinate community services, they and other student support specialists also provide staff development, health and parent education, and strong advocacy for students.

Table 1, “Persons Providing Student Support Services,” lists a variety of student support providers and briefly describes each provider’s responsibilities. The idea is to suggest possible members of a team committed to developing and implementing a results-based school counseling and student support program.

Table 1
Persons Providing Student Support Services

Student Support Service Providers	Responsibilities of the Providers
Parents/ Guardians	Parents, guardians, or other persons having control or charge of any youth (including a foster youth) who guide, set examples for, and interact with their child.
School Counselors	Credentialed to provide individuals and groups of students with educational, career, and personal/social counseling. The No Child Left Behind (NCLB) Act of 2001 declares that all students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-14, and that all students will graduate from high school. School counselors work

⁵ Assembly Bill 722 Study of Pupil Personnel Ratios, Services, and Programs. Sacramento: California Department of Education, 2003. <http://www.cde.ca.gov/ls/cg/rh>.

	directly with students, including those with academic and social development problems and those with special needs, to evaluate their abilities, interests, and talents and to provide support needed to reach academic and career goals.
School Teachers	Credentialed to provide the tools and environment to facilitate and coach students to help them learn and apply standards-based instruction in such subjects as science, mathematics, and English. NCLB requires highly qualified teachers to have a bachelor's degree, to have full state certification or licensure, and to prove that they know and understand each subject they teach. NCLB allows states to develop an additional way for teachers to demonstrate subject-matter competency and meet requirements for highly qualified teachers. Proof may consist of a combination of teaching experience, professional development, and knowledge in the subject garnered over time in the profession.
School Social Workers	Credentialed to provide youths and families with support to improve social and psychological functioning and maximize family well-being. Improved family well-being may bring about improved student achievement.
Child Welfare and Attendance Supervisors (CWAs)	Credentialed and specialized to cover student compliance with compulsory education law, student admission, and school procedures. CWAs also oversee student discipline procedures, school climate and campus safety, and transfers to alternative programs; and they promote positive school attendance strategies.
School Psychologists	Credentialed to provide individual student counseling, or counseling in groups, to help manage student behavior at home and in the classroom. They work with students with disabilities or special talents, evaluate for eligibility for special services, and help families manage crisis.
School Resource Officers (SRO)	Sworn law enforcement officers assigned to a school or group of schools to provide security, law-related counseling, and law-related education. They develop and maintain a close relationship with school principals, students, parents, and community members; and they act as liaison between students and social agencies. SROs participate in campus activities, student organizations, and athletic events.
Resource Specialists	Credentialed to provide an array of services for students with needs identified in an individualized education program (IEP) and assigned to regular education classrooms. They also work with parents to monitor student progress and refer students to other services as needed.

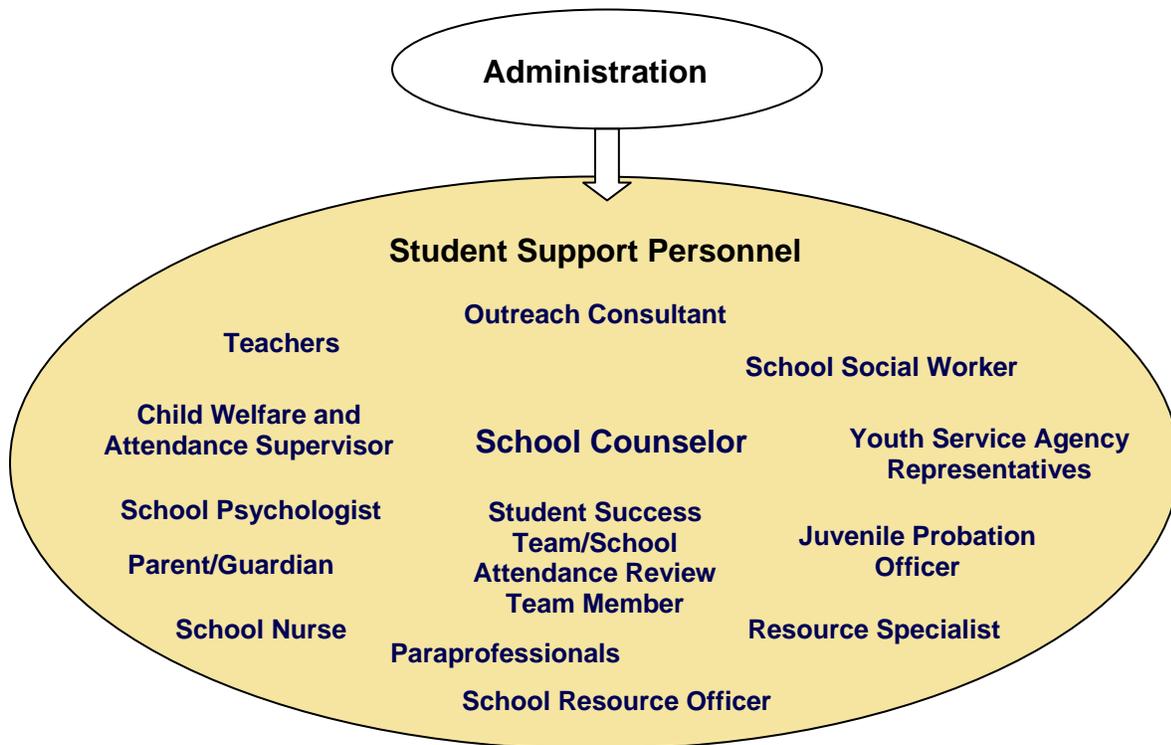
English Language Development (ELD) Coordinators	Credentialed to review first- and second-language methodologies in relation to language and literacy development in children. These specialists also help children in culturally and linguistically diverse classrooms to integrate development of language skills within the context of learning goals.
Student Success Team (SST) and School Attendance Review Team (SART) Members	A site-level team of individuals who collaborate with parents to resolve issues related to student achievement, attendance, and behavior. The team connects the student and family with resources both within the school and in the community to assist them in improving their academic, career, and personal/social objectives.
Outreach Consultants/ Dropout Prevention Specialists	Classified or credentialed or both and familiar with cultural diversity, family values, and communication styles. They specialize in informing, connecting, and involving families with the school programs and services in the community.
School Nurses	Credentialed for a specialized practice of professional nursing that focuses on the physical, emotional, and developmental aspects of students. School nurses provide health and safety lessons for groups of students, provide case management services for individual students, and collaborate with others to build student and family capacity for self-management, self-advocacy, and learning.
Paraprofessionals	Schools often rely on paraprofessionals for instructional support and student supervision. NCLB requires paraprofessionals to complete at least two years of postsecondary study or to obtain an associate's or a higher degree or to demonstrate knowledge of reading, writing, or mathematics and the ability to assist in the instruction of those subjects. NCLB defines the duties as providing instructional support in Title I schools that offer targeted assistance or in schools with schoolwide programs in which more than 40 percent of the students are identified as low-income. Paraprofessionals who provide instructional support in a cooperative setting such as an area vocational setting or special education are not required to meet NCLB qualifications.
Juvenile Probation Officers	Members of law enforcement assigned to a school or group of schools to monitor students on informal or formal probation with the courts. They may also teach crime prevention to regular students, and they often develop and maintain a close relationship with school principals, students, parents, and community members.
Community Service Agencies	There are a variety of community service agencies that provide recreational and service-learning opportunities for youths.

	<p>Representatives who are often valuable and committed to supporting youths may be from, but are not limited to, such organizations as Boys' Club, Young Men's Christian Association (YMCA), Young Women's Christian Association (YWCA), county departments of mental health, social service agencies, Conservation Corps, Boy Scouts, Girl Scouts, Parent Teacher Association (PTA), churches, or other community-based organizations.</p>
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A results-based school counseling and student support program begins with the commitment of the school counselor(s), student support staff, parents, and the school and district administrators. The team identifies student needs and strengths and begins to plan potential strategies and services based on data analysis. The school counselor and student support staff create an action plan for the year, review and finalize it with the school or district administration and the governing board, and then implement it.

Figure 1, "Types of Student Support Personnel," shows the various partners that provide support services in a school setting to school staff, parents, and students.

Figure 1
Types of Student Support Personnel



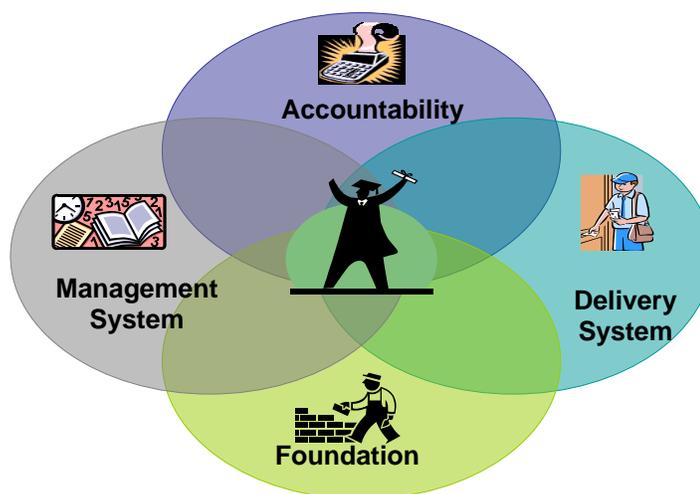
The Four Components of the California Results-Based School Counseling and Student Support Program

Figure 2, “The Four Components of the California Results-Based School Counseling and Student Support Program,” depicts how each of the four program components work together to continually refine and strengthen the program.

1. The **foundation** connects school counseling and student support to the overall mission and philosophy of the school.
2. The **delivery system** is the process used to provide school counseling and student support services.
3. The **management system** focuses on a systematic delivery of services using agreed-on action plans for service delivery, timelines, and predetermined responsibilities.
4. The **accountability system** is driven by continuous analysis of student data to understand what works for students and the program.

These four components represent California’s vision of effective school counseling and student support that ensures all students will gain the academic, career/technical, and personal/social proficiencies they need to succeed.

Figure 2
The Four Components of the California Results-Based School Counseling and Student Support Program





Foundation. The foundation is fundamental to the school counseling and student support program and reflects parent and community expectations. It links student achievement, career development, and personal/social development to the school's overall mission, the goals of the school and district administration, the governing board of education, and other student programs. Ideally, the elements discussed next would be formalized in written statements and adopted by the administration and the school and district governing board. Only after the foundation is established can staff begin to assess strengths and needs, set goals, and determine a timeline.

Beliefs and philosophy—Beliefs imply personal conviction and values. Beliefs are what determine one's behavior. Philosophy is a set of guiding principles, in this instance, for managing and implementing a results-based school counseling and student support program.

Mission statement—The school counseling and student support mission statement defines the purpose of a program and the objective, long-range results for all students. It represents the beliefs and philosophy of the school and community and is aligned with the school's and district's expectations for every student. A sample mission statement and philosophy appear in Appendix 1, "Sample Program Mission Statement and Philosophy."

School counseling domains—School counseling programs provide guidance, counseling, and student support in three broad spheres of influence, or domains, (e.g., academic, career, and personal/social development).

Academic domain centers on supporting and helping students to experience academic success, produce high-quality work, and be prepared for a full range of options and opportunities after high school. The academic development area includes the acquisition of skills in decision making, problem solving, and goal setting.

Career domain provides the foundation for students to develop skills, attitudes, and knowledge that facilitate the transition from school to the world of work and from various jobs across the life career span in today's modern workforce. Within this domain students may explore career interests and options, participate in service-learning projects, perform apprenticeships, and plan and pursue postsecondary study.

Personal/social domain encompasses the personal and social development of students as they progress through school and into adulthood. This domain refers to helping students understand themselves as individuals, respect the rights and needs of others, acquire methods for peacefully resolving differences or conflicts, and learn how to most appropriately define and display their interests, abilities, and aptitudes.

Proficiencies, competencies, and indicators for academic, career, and personal/social development—Just as California has established curriculum standards for students to achieve in curriculum subject areas, so does the California results-based model offer sample student proficiencies to confirm what students will

know and be able to do for each counseling domain. To gain proficiencies, students must develop certain abilities or competencies. Within each competency are indicators that, when demonstrated, reflect the knowledge, skills, and abilities of students. Appendix 2, "Identifying Proficiencies for Academic, Career, and Personal/Social Development," contains sample proficiencies, corresponding competencies, and indicators to assist schools and school districts as they develop these elements within their results-based school counseling and student support programs.



Delivery System. Schools and districts have developed processes for delivering curriculum and instruction. School counselors and student support personnel can develop similar processes for delivering school guidance curriculum, individual student planning, responsive services, and overall system support to strengthen student learning.

School guidance curriculum—The school guidance curriculum is a developmentally appropriate sequence of lessons to help students systematically acquire skills and knowledge and to move toward desired competencies. A planned guidance curriculum is designed to be delivered to all students. Intentional guidance activities should be delivered to students who need additional support.

Planned guidance curriculum contains agreed-on proficiencies, competencies, and indicators. Appendix 2 provides examples that schools can use to develop, implement, and evaluate guidance curriculum. Developmental considerations ensure that guidance curriculum can be provided for all students throughout the school. The attitudes, skills, and knowledge can be taught through the use of a variety of curriculum materials and activities.

Planned guidance curriculum lessons may take place within small groups of students in a classroom. Alternatively, school counselors and student support staff may train teachers on a strategy or activity, and the teachers can incorporate it into their overall lesson plans. In either instance, school counselors and student support staff should provide guidance curriculum to influence, support, and strengthen student progress and development.

Intentional guidance is designed to provide more intensive services to individual students or groups of students who need extra support. An example could be an intervention designed to address an academic need identified by data or an intervention to address a social barrier or a concern for personal behavior. In this way school counselors and student support staff join in the academic mission and provide services designed to meet the needs of underserved, underperforming, and underrepresented populations.

School counselors and student support staff can design interventions specifically geared toward students at risk of failing or dropping out of school because of their behavior or irregular attendance or both. By examining the number of discipline referrals, the school counselor and members of the student support team may design a series of small-group sessions to reestablish the need to attend all classes every day.

Intentional Guidance in “High-Impact” Schools

In November 2005 the Education Trust published findings of its study that compared schools with students who achieved unusually large academic growth although they entered with significantly below-average grade-point averages (“high-impact” schools) with comparable schools with average growth in student achievement. The findings showed that in “high-impact” schools, school counselors are considered members of the academic team and are responsible for actively monitoring student performance and arranging for help when needed. For example, school counselors in “high-impact” schools visit their feeder middle schools to analyze prospective incoming students’ mathematics scores. The school counselors contact parents, meet with students, and arrange summer schedules. Summer school is considered a preemptive strike against student failure and is mandatory for students in jeopardy of failing. In one “high-impact” school, the principal stated, “In this school these efforts are designed to close the cracks before the students fall through, providing support before they enter ninth grade. The earlier in their high school career that these students get help, the more time they will have to continue the academic course trajectory that will place them in a position to make a successful transition to college or work”.⁶

Individual student planning—Individual student planning is an opportunity to explore students’ personal goals and help students to develop plans for the future. Also, it is a good way for school counselors and student support staff to get to know the students at their schools. In schools with large populations of students, meeting every student individually isn’t always feasible. However, meeting with students in small groups or in a classroom is more manageable.

For example, every student should have a four-year high school graduation plan that includes appropriate course work based on the interests and goals of the student, strategies for successfully graduating from high school, and strategies for successfully transitioning to a postsecondary institution or to work. Using the following resources, school counselors and members of the collaborative team may inform students and help them plan for the future:

- ✓ High school graduation requirements
- ✓ University of California and California State University entrance requirements
- ✓ Early Assessment Program results to measure students’ readiness for college-level English and mathematics and to facilitate improving skills before graduation⁷
- ✓ Information on career interests and choices provided from the *California Career Planning Guide*, career Action Plan template, and other resources available from

⁶ *Gaining Traction, Gaining Ground: How Some High Schools Accelerate Learning for Struggling Students*. Prepared by The Education Trust. Washington, D.C., 2005: The Education Trust, <http://www.edtrust.org> (Outside Source).

⁷ Early Assessment Program at <http://www.calstate.edu> (Outside Source) and <http://www.cde.ca.gov/ci/gs/ps/eapindex.asp> (Outside Source).

the California Career Resource Network (CalCRN) (Appendix 3, “Federal and State Laws, Standards, Policies, and Resources That Promote Results-Based School Counseling and Student Support Services,” contains a section on how to obtain CalCRN resources.)

School sites and districts determine at which grade level students will begin career interest inventories, career exploration, and occupational searches. Meeting with other students in small-group sessions or in classroom settings helps individual students and their parents realize the benefits that come from planning and pursuing future goals.

Encouraging Individual Student Planning

The Washington Unified School District in West Sacramento, California, supports the Achievement Via Individual Determination (AVID) Program for students. Students can enter the program in the seventh grade. The program is designed to inspire students to stay in school, select appropriate course work, and ultimately graduate from high school and transition into higher education or careers. The theory behind AVID is to enroll underrepresented students in college preparatory courses and provide extra support. Students who participate in the AVID Program are capable and intelligent, but they are not working up to their potential. Students are selected on the basis of their determination to raise their grades and their desire to participate. They receive weekly progress reports that require a parent’s signature, and they are supported with added counseling and after-school tutoring to help them succeed and stay in the program throughout high school.

In the spring of 2006, River City High School in the Washington Unified School District embarked on a four-day field trip for 18 AVID students who had successfully completed their course work and who had no discipline referrals during their time in the program. The purpose was to have these students visit four University of California campuses in southern California. The trip was self-supported by students who raised money through car washes, candy sales, magazine subscriptions, and other fund-raisers.

Many of the students had never been to a college campus or even outside the boundaries of West Sacramento. What they discovered was far beyond their expectations. They learned, through the guidance they received in AVID, that they had selected and completed classes that prepared them to enter college and that college was indeed within their grasp. The experience inspired the students to work even harder to go to college, and they vowed to make this dream a reality by continuing to explore interests, courses, and talents that would enhance their chances to apply and be accepted at one of the four universities they had visited.

Responsive services—School counselors and student support staff can work closely together to manage their workloads more effectively; better assist students, parents, and staff; and better respond to needs that range from early intervention to crisis response. These cooperative efforts include providing individual and group counseling, consultations, referral services, peer facilitation, and crisis management. These services

are available to all students and are initiated by the student or through recommendations from teachers, parents, guardians, or others.

Individual and group counseling. School counselors and student support staff provide individual or small-group counseling to help students whose school progress is in jeopardy. Counseling helps students identify problems and create strategies that can reverse or alleviate their concerns. School counselors and student support staff use their skills and strategies to break down barriers to learning that affect attendance, behavior, or achievement. They should regularly examine the variety of data collected on students to determine which students need additional support or intervention.

Consultation. School counselors and student support staff meet with students and their parents or guardians, other school staff, and community partners to discuss concerns, ideas, strategies, and options. The goal is to support the students academically and emotionally. Consultation also helps maintain communication and current resources to support students and their families.

Referral services. School counselors and student support staff may refer students to such school-based resources as student success (and study) teams to help students deal with concerns that are interfering with their progress in school. They can also refer students and families to a School Attendance Review Team (SART) for help in resolving challenges. School counselors and student support staff may refer students with more intensive needs to community partners. For example, they may refer such students to medical and mental health providers for therapy or to businesses, community agencies, or service-learning programs for training and employment.

Peer facilitation. School counselors and student support staff provide training for students to develop social skills, improve study skills, manage conflict, and participate in peer-mentoring and peer-tutoring programs. Presenting student-focused instruction improves the student's ability to facilitate his or her pathway to success in school and in life.

Crisis management. School counselors and student support staff are often the first to respond to a sudden, unexpected incident or life event (e.g., crisis on campus, suicide, loss of a family member or friend, or other stressful event). Specific, ongoing response may occur through consultation with parents or guardians, school personnel, and other identified providers. In responding to a crisis, school counselors and student support staff should follow written procedures that include facilitating referral for ongoing and more intense services after an incident has occurred.

Whether dealing with individual student concerns, working with groups of students and families, or dealing with a crisis, school counselors and student support staff should collaborate with the student, the school, the home, and the community to maintain current information on resources and ensure the effectiveness of school counseling and student support.

Systems support—Once a school counseling and student support program is established, it must be revisited, maintained, and evaluated. School counselors and student support staff should be involved in planning, developing, implementing, and evaluating the program regularly and in sharing their professional knowledge and skills. Some examples of activities that promote systems support follow:

Professional development. Professional development activities help to create and maintain a school climate in which students and staff, including school counselors and student support staff, recognize the importance of learning, mutual respect, and positive behavior. All staff should be given regular and frequent opportunities to gain professional knowledge and share skills with other staff members, teachers, parents, and community partners.

Staff development training sessions. These training sessions for school counselors and student support staff should include curriculum development, use of technology, and data analysis. Learning how to use current, computer-based data programs to identify students and student needs enhances the ability of school counselors and student support staff to target intentional guidance for students having problems with attendance, behavior, and achievement and to monitor those students' progress over time. Alternatively, school counselors and student support staff may provide instruction on student support services and counseling and its role in moving students closer to success.

Membership and participation in professional associations. School counselors, school nurses, school psychologists, and other student support service providers should be encouraged to attend conferences, make presentations, and contribute to professional literature regarding ethical issues and professional responsibilities. These activities promote creativity and bring about fresh perspectives and ideas.

Consultation, collaboration, and teaming. Including the school counselor and student support staff with teachers, other staff members, and parents or guardians helps communication and the flow of information, supports the school community, and gives important feedback to everyone about emerging and ongoing needs of students. This approach also informs the school counselor and student support staff about community resources, referral agencies, field trip sites, and employment opportunities.

Management activities. The management system consists of the ongoing support, administration, and maintenance of a results-based school counseling and student support program. The system relies on active input from staff and other advisors and involves developing action plans and carrying out activities and programs, with consideration given to providing adequate time and collecting accurate data and monitoring student results. These activities are the focus of the third component of the California results-based school counseling and student support program, to be discussed in the following section, "Management System."

The California Department of Education's staff members and other practicing professionals believe that school counselors and student support staff should not be

viewed as providers of optional services on the periphery of the school's mission, but as professionals who deliver a program that is essential to the operation of the school and the success of all students. Therefore, the program's delivery system should reflect and address the needs of all students, staff, and community partners.



Management System. A systematic and effective delivery of services requires the school counselor and student support staff, in collaboration with the administration, to develop, implement, and continually and effectively manage the program.

The various organizational processes and tools for managing the program include:

- A **management agreement** in which the administration and the student support team outline and agree on the program's components and responsibilities
- An **advisory committee** whose members provide experience and interest and include parents and others from the school community
- A **needs and strengths assessment** that uses data and perceptions from staff, students, parents, and others
- **Data analysis** to help determine strategies and results
- **Action plans** to outline the curriculum and timeline
- **Practical use of time** to effectively deliver the program to all students
- **Calendars** to reflect yearly progress

Management agreement—To create an organized school counseling and student support program requires the school counselor, student support staff, and school administration to outline the intent and the delivery of the program. That process makes the concept of school counseling and student support realistic and helps the student support team and the administration envision the following:

- Responsibilities of the school counselor and student support staff
- School year calendar that coordinates with the master calendar developed by the school principal
- Ways in which every student will gain equity and access to the program
- The amount of time to be devoted to delivering guidance curriculum, responsive services, and systems support
- The budget and curriculum materials
- Data sources for assessing data-driven needs and strengths
- Action plans for the year

Advisory committee(s)—Building a program that supports all students takes the experience and commitment from the entire school community. Schools and school districts may have already established school site councils or other committees consisting of a diverse cross-section of the school community to review, advise, and support different school projects. Augmenting an existing advisory group with members willing to help develop, implement, and evaluate the results-based school counseling and student support program ensures maximum involvement and support.

Needs and strengths assessment—Needs and strengths emerge from analyzing existing data (e.g., examining “Back-to-School Night” sign-in sheets can show the number of parents who learned about after-school programs being offered at the school) and from using questionnaires that survey perceptions of students, parents, and staff. This important step can provide sound information that can help identify, prioritize, and target students’ needs and strengths.

Data analysis—The federal No Child Left Behind Act of 2001 requires that schools collect, analyze, and report data by specific subgroups and that decisions about student instruction and learning be driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what is intended, what has resulted up to the present, and what changes need to be made. The use of data replaces hunches and hypotheses with hard facts instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

Collecting, analyzing, and reporting data will help determine what lessons and materials to include in annual action plans. The student results are powerful evidence of how school counseling and student support strengthen students academically and socially. Data sources and ways in which data shape the school counseling and student support program are discussed in Chapter 2, “Using Data to Drive Change and Demonstrate Results.”

Action plans—Action plans provide a visual guide for the school counselor, student support staff, and school administration. They show the components for delivering the who, what, when, and how of the development lessons and the methods of evaluating the data. Action plans detail both the planned guidance curriculum for all students and intentional guidance activities for students needing more help. Both the planned guidance curriculum and intentional guidance are developed into separate plans of action to ensure that all students receive appropriate services.

Planned guidance curriculum action plans should include:

- Counseling domains and proficiencies to be addressed: academic, career, personal/social
- Types of services or activities to be delivered
- Curriculum and materials
- Resources needed
- Timeline for completion of each service or activity
- Name of person responsible for delivering the service or activity
- Means of evaluating student success
- Anticipated results stated in terms of what students will demonstrate
- Name and signature of preparer and administrator

Analyzing results data for all students (planned guidance) helps identify discrepancies in the program and in student results. Identifying activities that improve student proficiencies helps in designing both planned guidance curriculum action plans and

intentional guidance lessons to close gaps and serve general and specific needs of all students, subgroups of students, and individual students as needed. For example, examining the Standardized Testing and Reporting (STAR) scores might show areas in which some students may be having difficulties. Identifying the difficulties helps direct the students to school tutoring or a series of lessons that include methods for getting organized, time management, test-taking strategies, or improving study habits.

Intentional guidance plans should include:

- Data showing that some students need additional support
- Domains or proficiencies addressed: academic, career, personal/social
- Measurable student competencies being addressed
- Description of the activities and the ways to deliver them
- Curriculum being used (if appropriate)
- Timeline being followed
- Person or persons responsible for delivery

Providing additional support to students who need it reinforces a positive school attitude, improves study skills, and connects students to community resources and strengthens their ability to succeed. Sample action plans appear in appendix 4, “Sample Action Plans from the ABC Unified School District.”

Practical use of time—School counselors and student support staff focus on delivering services that provide all students equal access to achieving in school and in life. To maintain an effective, results-based school counseling and student support program, school counselors and student support staff are encouraged to allocate sufficient time to adequately provide guidance curriculum, individual student planning, responsive services, and systems support.

School counselors and student support services staff are encouraged to use time according to a program’s priorities and needs. The model in Table 2, “Sample Time Management Model,” estimates a percentage of time that may be allotted to each of the four delivery system components of the results-based school counseling and student support program. It is not intended to specify percentages of time.

Calendars—Developing a school counseling and student support program calendar that aligns with the overall school site calendar integrates school activities with counseling and student support activities of interest to families and other staff.

Annual master calendar. An annual master calendar for the school is ideal for posting school counseling and other student support activities and events (e.g., PSAT registration dates and “College Information Night”). Also, posting the annual master calendar in the school office and on the school’s Web site provides parents, teachers, and the school administration access to the activities for each grade level.

Monthly calendars. A monthly calendar reminds students, school staff, parents, and families about upcoming events in more detail and provides an opportunity to add

previously unplanned items of interest (e.g., dates for group work in classrooms or in the community). Publishing the calendar in the monthly newsletter also increases the visibility of student support programs. A sample master calendar and a sample month-at-a-glance calendar are included in Appendix 5, “Sample Master and Monthly Calendars.”

Table 2
Sample Time Management Model

Delivery System Component	Purpose	Role	Consideration of Time Estimates
Guidance Curriculum A developmentally appropriate structure of lessons infused in the overall curriculum.	Increase students' skills and knowledge needed for everyday life.	Prepare, implement, and evaluate developmental lessons and ensure student understanding.	Elementary 35% to 45% Middle/Junior High 25% to 35% High School 15% to 25%
Individual Student Planning To help students reach personal goals and design plans for the future.	Develop students' academic, career, decision-making, goal-setting, and academic transitions plans.	Gather and interpret data to determine placement, provide consultation, and develop student plans.	Elementary 5% to 10% Middle/Junior High 14% to 20% High School 25% to 30%
Responsive Services To address immediate concerns of students.	Provide prevention lessons and use intervention strategies as appropriate.	Provide individual counseling, small-group counseling, and referral.	Elementary 30% to 40% Middle/Junior High 30% to 40% High School 25% to 35%
Systems Support Includes program, staff, and school support and development.	Participate in professional development, and provide advocacy, public relations, and collaboration.	Develop, implement, manage, and maintain program, collaborative relationships, partnerships, and consultation.	Elementary 10% to 15% Middle/Junior High 10% to 15% High School 15% to 20%

Managing the results-based school counseling and student support program requires thoughtful organization and perseverance by the school counselor and student support staff. Collaborating with administrators and advisers, continually monitoring strengths and needs through the use of data, staying on task through the use of action plans and calendars, and providing all students with guidance and other needed support are vital to the operation and success of the program.



Accountability. School accountability for students' progress in meeting California's educational standards is essential if the analyses are going to influence decisions about services and programs for students. Results reports show student progress or change, and the program audit reveals the strengths and weaknesses of the results-based program. Finally, clear and agreed-on performance expectations for the school counselor and student support staff define the roles and responsibilities of both student support staff and school and district administrators.

Results reports—Results reports reflect the difference between expected student outcomes and actual results. Table 3, “Sample Middle School Results Report 2005-06,” contains columns with headings that reflect the following:

- Grade level served
- Lesson content curriculum or materials
- Process data (e.g., number of lessons, number of students served)
- Short-term perception data (e.g., pretests and post-tests of knowledge gained)
- Intermediate and long-term results data (e.g., changes in behavior, attendance, or achievement)
- Implications of the results on the school counseling and student support program

Table 3
Sample Middle School Results Report 2005-06

Student Support Staff Member	Target Group	Curriculum and Materials	Program Strategy Activity	Start/End Dates	Process Data (number of students)	Perception Data (pretest and post-test; competency attained; student data)	Results Data (student results)	Implications (what do the data show?)
Smith	Eighth grade students with 5 or more discipline referrals	Anger Management	Group counseling 8 sessions Once a week in groups of 8-10	10/05 to 1/06	38	<p>Immediate</p> <p>Attitude: Before group sessions, 33% believed (Attitude) fighting was wrong.</p> <p>After group sessions, 88% of students believed fighting is an inappropriate response.</p> <p>Knowledge: Before group sessions, 30% of students knew the steps to take when they are angry. After group sessions, 92% of students knew three safe things to do when they are angry.</p> <p>Skills: Before group, 20% of students could demonstrate conflict management skills. After group sessions, 55% of students demonstrated conflict resolution skills.</p>	<p>Intermediate</p> <p>55% reduction in discipline referrals from semester 1 to semester 2</p> <p>GPA improved for 24 or 38 students.</p>	<p>Long-range</p> <p>Group sessions appear to have been effective in reducing discipline referrals and contributed to improved GPA.</p> <p>Further analysis of data may determine if the students with fewer discipline referrals are also the students who improved their grades.</p>

Program audit—The program audit is a checklist that systematically separates each component of the program so that each aspect can be reviewed. It provides a clear picture of a program’s development and implementation, and it allows school counselors and student support staff members to chart progress.

Implementing all facets of the results-based school counseling and student support program can take several months or even years. In the beginning, it may be more manageable to select one or two activities from the planned guidance curriculum or intentional guidance lessons or both that show measurable differences. Reviewing the program audit regularly over time offers a realistic perspective for appraising the program. A sample program audit is found in Appendix 6, “Sample Program Audit for a Results-Based School Counseling and Student Support Program.”

Performance expectations for school counselors and student support staff—School counselors and student support staff charged with developing, implementing, and evaluating the program’s effectiveness and results for students should align their purpose and establish their roles and responsibilities within the program.

The following performance principles are listed to guide school counselors and student support staff as they work with their respective school administrators in developing a performance evaluation instrument that measures the abilities of counselors and student support staff in carrying out a quality results-based school counseling and student support program.

Performance Expectations for School Counselors and Student Support Staff

1. An ability to plan, organize, and deliver school counseling and student support activities that:
 - a. Promote student success.
 - b. Meet the needs of the students and the school.
 - c. Foster interpersonal relationships with students, staff, parents, and community members.
2. An ability to deliver planned guidance curriculum and intentional guidance strategies using:
 - a. Effective instructional skills and instructional materials
 - b. Encouragement of teacher involvement and collaboration
3. An ability to provide individual planning for students that guides the student toward career or educational goals by:
 - a. Collaborating with parents or guardians to help students establish goals and develop and use planning skills
 - b. Providing an accurate and appropriate interpretation of assessment data for the student and his or her parent(s) or guardian(s)

- c. Providing relevant, unbiased information to the student and student's parent(s) or guardian(s)
4. An ability to provide appropriate and effective responsive services by:
 - a. Interacting with students individually or in small groups to identify concerns and needs
 - b. Maintaining partnerships with administrators, teachers, and other school personnel
 - c. Maintaining effective communication, collaboration, and referral processes with the community, youths, and family service agencies (e.g., mental health, social services, law enforcement)
5. An ability to provide system support by:
 - a. Managing student support activities and programs
 - b. Maintaining skills in curriculum development, use of technology, and data analysis through training and professional development
6. An ability to effectively manage student support activities by:
 - a. Discussing with administrators, teachers, students, and parents clear and purposeful activities and anticipated results that address every student's needs
 - b. Keeping school staff and others aware of results data and effectiveness of student support
 - c. Using timely and effective methods for implementing action plans for the school counseling and student support program
7. An ability to schedule and use time effectively by:
 - a. Using a school wide master calendar that reflects school counseling and student support activities for the year
 - b. Using a monthly calendar to highlight specific activities and events conducted by school counselors and student support staff
8. An ability to effectively monitor student progress by:
 - a. Collecting and analyzing data to guide program direction and emphasis
 - b. Using data instruments appropriate to the individual school
 - c. Developing appropriate interventions for students as needed and overseeing student progress
9. An ability to develop and use an instrument to measure and analyze student results by:
 - a. Collaborating with the student support staff, school administrators, and others to clarify how programs and activities are evaluated and reported
 - b. Developing a process for collecting and analyzing a variety of data

10. An ability to develop and complete a school counseling and student support program audit to:
 - a. Determine the extent to which the program is being implemented.
 - b. Share results with school administrators, staff, governing board, parents, and others.

11. An ability to advocate on behalf of students by:
 - a. Focusing on the learning and achievement for all students
 - b. Leveraging opportunities within the school and outside the classroom to maximize success for all students
 - c. Collaborating with teachers, parents, and the community to build effective student support teams
 - d. Developing activities to improve achievement for underrepresented and lower-achieving student groups
 - e. Providing information and resources to ensure all students have access to adequate health care, stable housing, and good preschool opportunities

Student support professionals (e.g., school psychologists, school nurses, mental health professionals, and others) should design appropriate tools for evaluation or appraisal or both that meet the policies of their school district governing board and bargaining unit. To review school specialization standards for school counselors and pupil personnel services credentialing, please visit: <http://www.ctc.ca.gov> (Outside Source).

Accountability for school counseling and student support programs as measured by students' academic competence is the culmination of what students were taught, what they learned, and what they experienced. The California Department of Education and most practicing counseling and student support professionals believe that a strong school counseling and student support program enhances students' experiences and increases their opportunities for success.

Chapter 2: Using Data to Drive Change and Demonstrate Results

School counselors and student support staff should use data to develop a program to help all students, including those on the margins of the educational system, to become central to that system and perform to their fullest potential.

Federal and State Sources of Data

School and student effectiveness is measured through the use of the academic achievement mandates prescribed in the federal No Child Left Behind Act of 2001. Schools' Adequate Yearly Progress (AYP) emphasizes clarifying standards and developing achievement instruments that focus on raising the rate of student achievement. Schools must also be prepared to address federal accountability requirements for not meeting annual goals for progress.

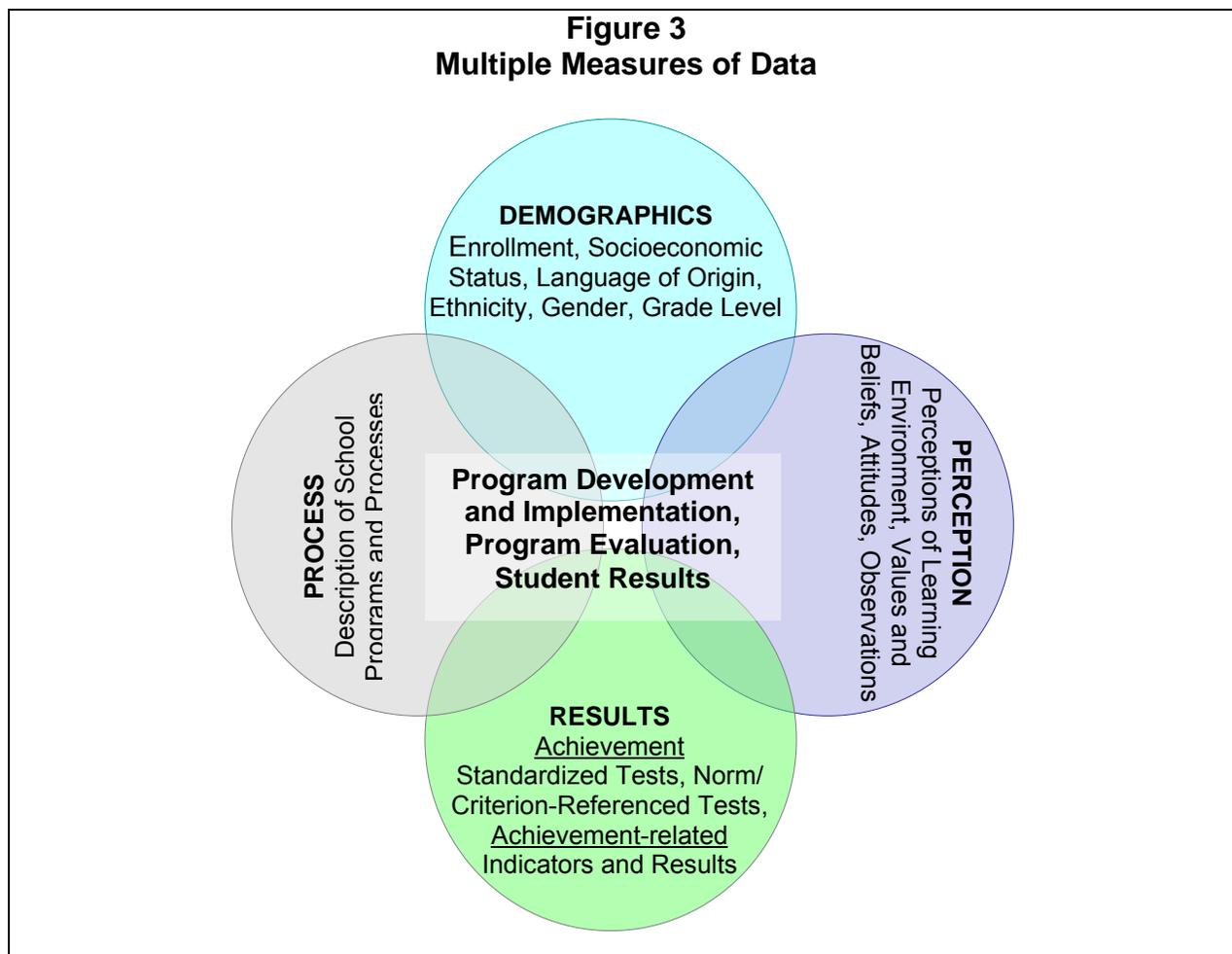
California's accountability system measures growth and publishes its own Academic Performance Index (API). The API reports the growth a school makes from one year to the next by setting target growth scores that are 5 percent higher than the previous year's API.

Over time statewide testing data have given Californians a glimpse of how well schools and students are mastering state and local academic standards. Test scores show that not all students are meeting academic standards. School counselors and student support staff are essential players in making sure that all students, not just some, are successful.

Types of Data and What They Tell Us

Data reveal how well the anticipated results compare with the actual student results and direct necessary program changes. For example, in a year an anticipated or expected result could move from 89 percent attendance to 90 percent. This anticipated result guides school staff in designing additional program elements to encourage better attendance (e.g., an awards program, improved parent notification).

Being able to understand and use data improves the effectiveness of school counselors and student support staff and prepares them to recognize patterns, trends, or discrepancies; identify barriers to learning; and advocate for systems change. It is important not only to collect end-of-year data, but to collect it frequently throughout the school year.



School counselors and student support staff collect and use data to develop a results-based program. (See Figure 3, “Multiple Measures of Data.”) Beginning with the most important question, “What is the purpose of the school?” leads to other important questions and answers about the school counseling and student support program. For example:

- To examine the beliefs, philosophy, and mission of the program, ask, “What would the school and students look like if we were achieving our purpose, goals, and expectations for student learning?”
- To determine whether students are meeting the proficiencies for academic, career, and personal/social skills, ask, “What should students know and be able to do by the time they are promoted to the next grade level or graduate?”
- To set benchmarks for short-term and long-term progress, ask, “What do we want students to know and be able to do by the end of each semester?”
- To be able to measure annual achievement of students, ask, “How well will students be able to do what they want to do with the attitudes, knowledge, and skills they acquire by the time they are promoted or graduate?”
- To analyze the program and process being used, ask, “Why are we getting the results we are getting? Why are we getting or not getting the results we want?”

- To implement the results-based program or to improve school counseling and student support programs, or do both, over time, ask, “How will we use the data we collect and analyze?”⁹

Collecting and using data from multiple sources, using more than one method of assessment, and collecting data on multiple occasions will better indicate students’ ability to learn and identify any barriers to learning. This approach allows for understanding from differing perspectives and in a more comprehensive way.

Data on student achievement, achievement-related information, demographics, perception, and the effectiveness of a program’s process help measure student gains in attitudes, knowledge, and skills that improve as a result of planned guidance curriculum or intentional guidance lessons or both.

Achievement Data. Standardized testing and norm referenced/norm criteria test data measure students’ academic progress. In California student achievement is measured through the use of the following assessment instruments:

- Standardized Testing and Reporting Program (STAR)
- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- California High School Exit Examination (CAHSEE)
- Early Assessment Program (EAP)
- California High School Proficiency Exam (CHSPE)
- General Educational Development (GED)
- National Assessment of Educational Progress (NAEP)
- Students’ grade point averages
- Changes in achievement levels for reading and mathematics
- Numbers of students passing algebra
- Numbers of students completing college preparatory classes (e.g., California State University and University of California “a–g” requirements)
- Scholastic Assessment Test (SAT)
- Aprenda, Laprueba de logros en español, Tercera Edición (Aprenda 3)
- California English Development Test (CELDT)
- Promotion and retention rates
- Graduation rates

Achievement-Related Data. These data measure components that correlate to achievement. The data may include the following:

- Improved attendance
- Reductions in tardiness
- Truancy

⁹ Victoria L. Bernhardt, *Data Analysis for Continuous School Improvement*. Chico, Calif.: Eye on Education, Inc., 2004, pp. 15–21.

- Number of suspensions and expulsions
- Reductions in problem behaviors
- Numbers of discipline referrals
- Alcohol, tobacco, and other drug use (e.g., California Healthy Kids Survey)
- Course enrollment patterns
- Levels of involvement in extracurricular activities
- Homework completion rates
- Parent/guardian involvement

Demographic Data. Demographic data describe the statistical characteristics of a population. The CAHSEE and STAR instruments separate data into components that reveal how differing student groups perform. Demographic data can define student gender, ethnicity, socioeconomic status, language of origin, and English-language proficiency, or other variations among subgroups of students.

Process Data. Process data define the programs, strategies, and practices being used to get results. School counselors and student support staff collect process data to show who received certain activities, what they were, when and where they took place, whether they followed prescribed practices, and ultimately, whether they produced desired outcomes.

Perception Data. Perception data measure the change or improvement in attitudes, knowledge, and skills of the student(s). These data are collected through the use of questionnaires, surveys, interviews, or focus groups. Such data are also derived from students' attainment of a competency (e.g., completion of an interest inventory) or by observation (e.g., participation in conflict-resolution scenarios through role playing). Perception data measure what students and others perceive about the following:

- Attitudes or beliefs (e.g., whether students believe they are more likely to attend school, graduate, or behave well in class)
- Skills (e.g., whether students can demonstrate the time management skills or study skills being taught)
- Knowledge (e.g., whether students know or can identify three early warning signs of substance use and abuse)

Results Data. Results data are indicators of how school counseling and student support services affect students. Results are reflected in the number or percentage of students who increase their level of achievement and improve their behavior after participating in a set of learning experiences. For example, improved student attendance, a reduction in unwanted behavior, and data on academic achievement are indicators of how guidance curriculum sessions have affected students. Improved attendance is reflected in higher attendance rates. Improved behavior is shown in the reduced number of discipline referrals. And improved test scores on assessments developed by the teacher, the textbook publisher, or the school district measure student progress in selected curriculum areas.

Formative Assessment. Formative assessment measures the progress of students at intervals during their participation in a program to determine whether the program is effective. By assessing the effectiveness of a program's activities, school counselors and student support staff can make midterm corrections to improve the implementation of the program or make timely, effective interventions that improve eventual results. For example, formative assessment can answer the question, "Are high-risk students attending all their classes every day?"

Program Evaluation Data. The purpose of program evaluation is to be sure the structure, organization, and implementation of the program are consistent with the program as it was designed. It is important to gauge any discrepancies between the written program and the implemented program at intervals throughout the life of the program to determine its overall effectiveness. To do so, school counselors and student support staff can develop measures or benchmarks and use them to assess how well the program has been designed and carried out.

Summative Assessment. Summative assessment measures the effect of a program at the end of its set of activities. For school counselors and student support staff, these evaluation methods influence decisions about whether the program or activity made a positive impact. For example, they answer the question, "Did this year's attendance improve over last year's?"

Data Over Time

Each of the categories of measurement (achievement, achievement-related, demographic, process, perception, results, formative assessment, program evaluation, and summative assessment) provide valuable data within the span of a single school year. However, comparing immediate, intermediate, and long-range data over an even greater span of time provides better-quality information. Data covering a greater span reflect changes in student demographics and student progress and trends for students' pursuit of college and careers and help to identify areas that warrant concern. Descriptions of those data follow.

Immediate Data. School counselors and student support staff can collect data that reflect immediate changes in students' attitudes, skills, or knowledge. For example, pretests and post-tests can be given to determine the effect of a classroom unit lesson on criteria for promotion or retention.

Intermediate Data. Data collected during a quarter, trimester, or semester can show changes in students' attitudes, skills, and knowledge and signal a need for revision or improvement in the delivery or content of a guidance lesson. Examining the data for attendance and discipline, particularly for target groups of students, can also alert the school counselor or student support staff as to which student groups need intensive services. For example, selecting a group that received a high number of discipline referrals for the quarter and providing those students with small-group counseling sessions could result in improved behavior, as shown by fewer discipline referrals.

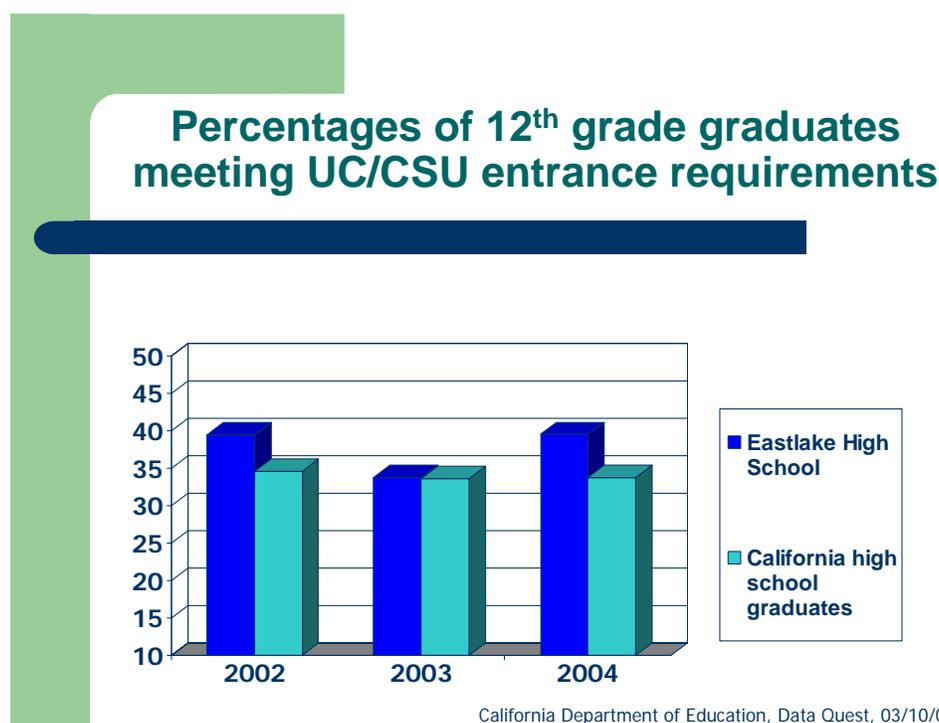
Long-Range Data. Long-range (or longitudinal) data are collected and analyzed year to year to reveal patterns, trends, and discrepancies (e.g., demographics, rates for graduation and college attendance, discipline and attendance data, and test scores). The changes are often depicted in charts and graphs for easier identification. The sample bar graph in Figure 4, “Sample of Bar Graph to Communicate Program Results,” depicts the percentages of Eastlake Senior High School graduates who met University of California (UC) and California State University (CSU) entrance requirements and the changes in percentages over a three-year period.

Once the school counselor, student support staff, school district administrators, and school board have developed a simple and direct summary of baseline data and compared the results with data over time, they can identify school and community trends, determine overall student progress in all domain areas, and evaluate and modify programs on the basis of the results.

Communicating Results

After the data have been collected, communicating the results to others in a meaningful way can be accomplished through the use of tables, spreadsheets, and graphs. Visually helpful tools for organizing, representing, and comparing data that relate to improved attitudes, knowledge, and skills of students can be used to confirm the important connection between student support and improved success for all students.

Figure 4
Sample of Bar Graph to Communicate Program Results



Relating Data to School Counseling and Student Support

School counselors and student support staff share the student learning mission with the school. If the mission is to ensure that all students learn, it is important that multiple measures of data be considered and used to determine student learning.

School counselors and student support staff may partner with the school's administration to review school and district data sources and determine how they relate to counseling and student support programs and activities. Some examples of current and available data sources that can reflect the effects of school counseling and student support include the following:

- Standardized test scores and grade-point averages
- Achievement-related data, including rates for dropouts, truancy, and graduation
- The Real Game California pretests and post-tests (related to career and self-management skills), showing students' levels of career awareness
- School climate survey results, substance use and abuse statistics, attendance data, and suspension and expulsion data, all of which indicate personal/social development
- Student demographic data, showing student enrollment, gender, ethnicity, grade levels, and languages
- Data on parent or guardian or community involvement, such as who participates in school site parent and community information meetings, school-sponsored promotional activities, conferences with teachers and counselors, school site councils, school board meetings, school attendance review boards, instructional materials committees, or other such school activities

Data are often distributed to district governing boards, administrators, and school principals. School counselors and other student support staff may attend accreditation team or school leadership team meetings during which these data are reviewed, or they may request a review of the data from the district.

California Department of Education Data Web Sites

Data reported by school districts to the CDE can be reviewed school by school at the CDE's Web site: <http://www.cde.ca.gov/ds/sp/cl/index.asp>.

The CDE collects a variety of other statewide data that can be accessed on the Web. The CDE Accountability and Data Web site at <http://www.cde.ca.gov/ta> outlines the variety of data sources available at CDE.

To locate the number of students enrolled in postsecondary programs according to the students' high schools, school counselors can visit the California Postsecondary Education Commission Web site at <http://www.cpec.ca.gov/onlinedata/onlinedata.asp> (Outside Source).

A student's background, learning environment, parents, and community all influence learning and are important indicators of whether educational services are addressing the needs and strengths of every student. A student's achievement, academic deficiencies and strengths, personal and social skills levels, and career interests can be found in the data. These data can help staff develop programs and strategies to address students' needs and move all students toward success.

Chapter 3: Launching a Results-Based School Counseling and Student Support Program

Schools and districts that develop plans for a results-based school counseling and student support program are ready to begin implementing them. This chapter offers a strategy for moving from vision to action.

After discussions of beliefs about students and learning comes the challenge of securing the commitment to the plan with a written mission statement and philosophy. After establishing a common purpose, staff can begin assessing needs, setting goals, and establishing a timeline.

Assessments that measure students' needs and strengths require knowledge of the school population (demographics); views and opinions of the students, staff, parents, and community (perceptions); success of current school counseling and student support practices (achievement); and activities and programs available to students and families (processes). Conducting surveys and interviews helps to guide thinking about the purpose or mission of the school and the principles for carrying out those parts of the program.

Through the use of the proficiencies outlined in Appendix 2, "Identifying Proficiencies for Academic, Career, and Personal/Social Development," and the program audit provided in Appendix 6, "Sample Program Audit for a Results-Based School Counseling and Student Support Program," school counselors and student support staff can identify programs, program strengths, and areas that need improvement. They can also categorize current roles and functions, activities, services, and resources so that they can map and analyze existing resources for availability, content, and effectiveness.

Building a Foundation

Building the foundation for a results-based program begins with conducting a needs assessment through the use of surveys for teachers, parents or guardians, and students. Also useful are achievement-related data (e.g., rates for attendance, truancies, dropouts and graduation), which can reflect student needs that can be addressed through school counseling and student support services.

This is also a good time to consider reframing the roles and functions of student support staff and redefining the responsibilities of those in leadership positions. It may also be appropriate to create or augment school advisory groups to help plan, implement, and evaluate the program.

Appendix 2 contains examples to guide schools toward selecting developmentally appropriate competencies that students can achieve over time. School counseling and student support staff can select or develop competencies that correlate with the needs identified in the schoolwide needs assessment.

Designing the Delivery System

Cohesive and integrated action plans should be easily understood and reflect the guidance lesson content, timeline, staff person responsible for delivering the lesson, allocation of time needed, and method for evaluating results. Following the timeline and an agreed-on action plan can promote a high-quality school counseling and student support program.

Managing the Program

School administrators analyze their site data, develop action plans to meet objectives, and abide by a master calendar. Likewise, school counselors and student support staff should set down clear and effective expectations and maintain the management of calendars and action plans, time and services, and student and program data to reflect that the program promotes success for all students.

Making the Program Accountable

Program accountability demonstrates the program's effectiveness in supporting all students, and it positively enhances the visibility and reputation of the school. As outlined in Chapter 2, the use of a wide range of data to assess student needs, establish measurable goals, and measure results strengthens the program and enhances accountability.

Using Technology to Shape the Program

With the advent of technology (e.g., the personal computer, the Internet, and the digital revolution), there is a marked transition in the way students and schools communicate. Technology makes it possible for students to monitor their own learning, use computerized practice tests, and obtain immediate results on homework. Most students today carry a cell phone and an iPod. Beginning this year, all applications to the University of California will be submitted and processed online.

Technology also makes it possible for teachers, school counselors, and student support staff to do a better job of monitoring student progress. In student assessment, the emphasis is shifting away from standardized norm-referenced, paper-and-pencil, multiple-choice tests and toward curricular-based, criterion-referenced measures and the examination of student work products (e.g., performances and portfolios).¹⁰

Although they can communicate instantly with other school personnel through e-mail, most school counselors and student support staff often lack the capability to gather and store critical information about students' interests, skills, and concerns. They often are not equipped to document test scores, student progress, or the effects of school counseling and student support strategies and activities. As students grow and learn to manipulate fast-changing technology, so should school counseling and student support

¹⁰ Lawrence W. Lezotte, *Correlates of Effective Schools: The First and Second Generation*. Okemos, Mich.: Schools Products, Ltd. 1991.

staff receive training for, and have access to, technology that provides current and appropriate student-monitoring capabilities.

School Accountability Report Card

In 1988 Proposition 98 provided a stable funding mechanism for California's public schools and amended *Education Code* Section 31126 to add the School Accountability Report Card (SARC). The SARC provides parents and the community with meaningful comparisons between public schools to make informed decisions, such as determining which school best meets their children's needs. The SARC contains data on demographics, academic achievement, fiscal areas and expenditures, school completion rates, class sizes, teachers and staff members, and postsecondary preparation and provides information on school safety and climate for learning and on curriculum and instruction. To locate California school SARC information, visit the SARC Home Page on the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa>.

Support Personnel Accountability Report Card

Beginning in 2001, the Los Angeles County Office of Education's (LACOE's) counselors, counselor supervisors, and counselor educators partnered with the California Department of Education to sponsor the Support Personnel Accountability Report Card (SPARC).

The SPARC, which was fashioned from the SARC legislation voted into law in November 1988 as a part of Proposition 98, features a variety of student services, information, disaggregated data, student outcomes, major achievements, community partnerships, and resources, along with examples of ways to involve parents and guardians. Qualifying exemplary SPARC programs receive recognition during an annual ceremony at the California Association of School Counselors (CASC) Conference.

The SPARC informs school boards, the community, and legislative representatives about the school's population and accomplishments. Also, the Western Association of Schools and Colleges (WASC) accreditation instrument contains requirements for measuring student support services, and the SPARC demonstrates those services to strengthen the school's rating. The SPARC is an excellent way for schools to promote teamwork and provide a greater awareness among students and their families about the school's efforts to develop and maintain important school and community partnerships.

To locate California schools that have participated in SPARC, visit the CDE Web site at <http://www.cde.ca.gov/ls/cg/re/sparc.asp>.

The schools listed next represent outstanding examples of SPARCs at respective grade levels.

Edgewood Middle School
West Covina Unified School District
<http://www.wcusd.org> (Outside Source)

- School counselors for the sixth, seventh, and eighth grades
- Assistant principal
- District nurse
- Speech therapist
- English language development coordinator
- Gifted and Talented Education coordinator
- School psychologist
- Parent liaison
- Probation officer
- Attendance clerk
- Two counseling clerks
- Health clerk
- Two campus security officers

The data being collected validate that students' needs are being met and provide feedback necessary for program adjustment.

Academic—Edgewood's API increased by 25 points from 2003-04 to 2004-05. Edgewood has made API growth for the past three years. The SSPT provided after-school instruction programs and Saturday Academy classes to help students improve academically. The SSPT worked with the school staff to provide schoolwide mentoring and a "Dream Team" that allows students to work with teachers after school.

Arcadia High School
Arcadia Unified School District
<http://www.ausdk12.ca.us> (Outside Source)

The Student Support Personnel Team (SSPT) for Arcadia High School in the Arcadia Unified School District employs effective strategies to foster emotional well-being, develop sound decision-making skills, improve academic performance, and prepare students for postsecondary education choices. The members of the Arcadia High School SSPT are:

- Seven school counselors
- Regional Occupational Program counselor
- School principal

- Four assistant principals
- Two deans
- Language-speech therapist
- Two health assistance personnel
- School nurse
- Two guidance tech aides
- Counselor intern
- Seventeen bilingual interpreters
- School psychologist
- Youth and Education Support (YES) officer

Career—As a direct result of school counselor-led class lessons that used the CHOICES college and career search program, juniors were able to identify at least one college or technical school related to their postsecondary goals.

Ferndale Elementary School
Ferndale Unified School District

<http://www.ferndalek12.org> (Outside Source)

The Student Support Personnel Team (SSPT) for Ferndale Elementary School, a rural kindergarten through grade eight school in northern California with approximately 380 students, consists of:

- School counselor
- School psychologist
- School nurse
- Speech therapist
- Resource specialist
- Title I/English language coordinator and Gifted and Talented Education teacher
- English second language bilingual aide
- Primary intervention program aide

Personal/Social—Students in kindergarten through grade three who are screened and identified as mildly to moderately at-risk for emotional, behavioral, and learning problems are provided a Primary Intervention Program (PIP) in which the school counselor supervises one-to-one nondirective play sessions delivered each week by trained classified staff. The students who participated in PIP showed a 17 percent higher level of social skills and better classroom behavior than did students who had not received PIP services.

Benefits of Showcasing Results-Based School Counseling and Student Support Programs

Presenting a new vision of school counseling and student support, and showcasing the resulting student gains, demonstrates the commitment of the school to student success and communicates the important message that the school counseling and student support program is integral to achieving success for all students.

Methods for Showcasing Results-Based School Counseling and Student Support

Showcasing student results for parents, school boards, and others can be accomplished through the use of the following methods:

- Including the results of the school counseling and student support program in the School Accountability Report Card (SARC) or the Support Personnel Accountability Report Card (SPARC) or both to promote how school counseling and student support strategies contribute to the success of students
- Presenting the results of the school counseling and student support program before local school boards, chambers of commerce, school site councils, the PTA, and others to raise awareness of the school, its students, and the school counseling and student support program
- Using the school's or school district's Internet page to post school counseling and student support activities and highlight the benefits of the program
- Posting school counseling and student support activities and student results in neighborhood newsletters and local newspapers to link the school to the community and build community respect and support for the school

Showcasing program results strengthens relationships with community partners, develops rapport between adults and students in the school, and leads the way for policies and practices that promote success and remove barriers to learning. Those results reflect how the school counseling and student support program improves student attendance, behavior, and achievement and provides equitable representation of all students.

Conclusion

In response to standards-based school reform, and in part to a commitment to ensure equal access to quality teaching and rich curriculum for all students, school counseling and student support services should play a more prominent and proactive role in the academic development of all students. The school counseling and student support professional understands the need to develop and implement results-based school counseling and student support programs characterized by the following:

- Advocating for and supporting the academic, social, and emotional development of every student, particularly students from disadvantaged backgrounds
- Providing group counseling and guidance lessons, as well as individual counseling, by teams of school counselors and student support staff to reach all students
- Building teams of principals, teachers, school counselors, student support staff, family members, and community partners
- Delivering academic preparation activities for college or careers or both (e.g., coursework selection, college admissions or vocational requirements or both, financial aid options, summer internships or apprenticeships, field trips to job sites) coordinated by teams of school counselors, student support staff, teachers, and administrators working with family members and community partners
- Connecting the school counseling and student support program to the school and district mission to improve achievement for all students and creating a schoolwide climate in which educational excellence is the norm, with all staff supporting high standards for every child

These results-based school counseling and student support guidelines help realize the California Department of Education's belief that all students can learn and that all students need physical, emotional, and intellectual support from their schools, families, and communities to succeed.

The California results-based school counseling and student support guidelines are integral to the California Department of Education's vision for creating a world-class education system that equips all students with the knowledge and skills to excel in college and careers and as parents and citizens.

Appendixes

Appendix 1

Sample Program Mission Statement and Philosophy

MISSION STATEMENT

The mission of the school counseling and student support program is to ensure a safe and supportive environment in which all students acquire the knowledge, skills' and attitudes needed for academic, career, and personal/social development to become lifelong learners, creative thinkers, and responsible individuals.

We believe that:

- Students are our highest priority.
- It is important to focus on the whole child.
- All students are unique; when they are given a safe, nurturing environment, they will succeed to their highest individual talent and potential.
- All students have the right to individual student planning that addresses their goals in academic, career, and personal/social development and are encouraged to pursue their options.
- All students' ethnic, cultural, racial, or sexual differences or special needs should be considered in planning and implementing the school counseling and student support program.
- School counselors and student support staff are advocates and catalysts for every student and foster student connectedness with students, staff, and families.
- The values of honesty, respect, and responsibility are fundamental; every student has the right to be heard and treated with dignity.
- All students have the right to a school counselor who is accessible and who collaborates with other educators, student support staff, families, and the community in a timely and effective manner.

We will implement a school counseling and student support program that:

- Reaches every student
- Is comprehensive, proactive, and integral to the educational program for student success

- Ensures a delivery system that provides school guidance curriculum, individual student planning, responsive services, and systems support
- Uses data to drive the program
- Monitors student progress
- Collects, shares, and analyzes the process, perception, and results data
- Seeks improvement each year on the basis of results data
- Celebrates success for all students

All school counselors and student support staff will:

- Design, implement, and evaluate the comprehensive school counseling and student support program that aligns with the district's mission and strategic plan.
- Abide by the ethics for professional school counseling and student support staff as advocated by professional organizations.
- Participate in professional development activities essential to maintaining a quality school counseling and student support program.

Appendix 2

Identifying Proficiencies for Academic, Career, and Personal/Social Development

This appendix provides an outline of the academic, career, and personal/social school counseling domains that school counselors and student support staff emphasize. Within those domains are **proficiencies** considered to be foundational to learning and achievement for all students.¹ To gain those proficiencies, students must develop certain abilities or **competencies**. A results-based school counseling and student support services program that is designed to move students closer to those abilities must contain **indicators** that help determine whether students have gained those competencies. To gauge student growth and development, staff can establish indicators that reflect changes in students' attitudes, behavior, and achievement.

Before deciding on the components of a results-based program design, school staff need to consider the students' ages and levels of development and ways in which to measure student achievement and program effectiveness.

Academic Domain

The purpose of the academic domain is to maximize each student's ability to learn and achieve.

Proficiency A	Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and throughout life.
Competency 1.0	Improve student academic expectations.
Indicators 1.1	Communicates clearly and frequently the belief that he or she can succeed academically
1.2	Makes appropriate course selection according to prior performance and potential
1.3	Understands tests and score interpretations, facilitated by the counselor
Competency 2.0	Acquire skills for improving learning.
Indicators 2.1	Demonstrates use of skills for managing time and tasks
2.2	Sets, verbalizes, and achieves short-term goals
2.3	Displays resourcefulness and asks for help when needed
2.4	Demonstrates an understanding of individual learning style and applies that knowledge to improve academic success

¹ Chari A. Campbell, and Carol A. Dahir, *Sharing the Vision: The National Standards for School Counseling Programs*. Alexandria, Va.: American School Counselor Association, 1997.

- Competency 3.0 Achieve school success.
- Indicators 3.1 Works independently and in cooperation with other students
3.2 Demonstrates responsibility, dependability, and initiative by doing quality work and being recognized for it
3.3 Demonstrates productivity and a variety of interests
3.4 Attends school consistently
- Proficiency B** All students will know the requirements for graduation and have a plan for postsecondary options, including college.
- Competency 1.0 Prepare for the future.
- Indicators 1.1 Learns to apply critical-thinking and problem-solving skills
1.2 Applies skills necessary to achieve and become a self-directed, independent learner
1.3 Develops an educational plan beyond high school, including postsecondary selection, financial aid, and scholarships
1.4 Takes initiative to seek information and support from faculty, staff, and peers
1.5 Organizes and applies information from a variety of sources regarding academic and future plans
- Competency 2.0 Map out achievement.
- Indicator 2.1 Establishes solid academic goals
2.2 Acts in accordance with a positive vision of his or her future
2.3 Involves himself or herself with study groups to do better work and make better grades
2.4 Takes responsibility for actions and resists tendencies toward immediate gratification
- Proficiency C** Students will understand the relationship of academics to the world of work and life at home and in the community.
- Competency 1.0 Realize the broader future benefits of education.
- Indicator 1.1 Demonstrates an understanding of the value of lifelong learning
1.2 Reports that caring adults are acting as advocates in school and in the community
1.3 Demonstrates an understanding of how educational success enhances his or her chances for a successful future
- Competency 2.0 Can balance school, extracurricular activities, leisure time, and family.
- Indicator 2.1 Seeks cocurricular and community activities to enhance the school experience
2.2 Makes choices and takes responsibility for actions and accomplishments
2.3 Explores previously untapped interests or talents
2.4 Participates with peers in school projects and after-school activities

Career Domain

The purpose of the career domain is to help students make a successful and lasting transition between school and the world of work and from job to job across a lifespan.

Proficiency A	Students will acquire the skills needed to explore, create, and discover life and career options.
Competency 1.0	Apply skills and personal traits needed for life and career exploration.
Indicator 1.1	Uses assessment tools to explore interests, values, talents, and prospective career opportunities that correspond to personal skills and talents
Indicator 1.2	Interacts successfully with others and works cooperatively
Indicator 1.3	Relates education and training options to occupational goals
Competency 2.0	Identify career options.
Indicator 2.1	Explores a variety of career development options through service-learning, sports participation, and volunteering in the community
Indicator 2.2	Applies academic and employment readiness skills in such work-based learning situations as internships, job shadowing, or mentoring experiences or a combination of those situations
Proficiency B	Students will use strategies to achieve future career goals that promote individual success and personal satisfaction.
Competency 1.0	Develop career awareness.
Indicator 1.1	Pursues and develops areas of interest
Indicator 1.2	Demonstrates knowledge of career-planning processes
Indicator 1.3	Uses media and Internet as sources of access for career-planning information
Indicator 1.4	Understands the changing roles for gender, race, and diversity and for individuals with special needs
Indicator 1.5	Understands and respects the uniqueness of individuals in the workplace
Indicator 1.6	Applies decision-making skills to career planning, course selection, and career transition
Competency 2.0	Develop employment readiness.
Indicator 2.1	Acquires general employability skills for making the transition from school to work
Indicator 2.2	Demonstrates job-seeking skills and pursues employment leads
Indicator 2.3	Experiments through work sampling, volunteering, or employment
Indicator 2.4	Understands how to use media and technology for researching career information

Proficiency C	Students will master skills that assist in maintaining or advancing careers or doing both.
Competency 1.0	Conceptualize the impact of the contemporary, rapidly changing workplace; global economy; and international competition on life roles and careers.
Indicator 1.1	Is able to manage and market oneself toward career and employment trends
Indicator 1.2	Demonstrates knowledge about the ability to navigate and prosper through changing career destinations, jobs, and employers
Indicator 1.3	Explores and understands societal and economic conditions that can affect one's future career
Competency 2.0	Understand relationship of personal qualities to education, training, and the world of work.
Indicator 2.1	Acquires a knowledge base for resiliency skills (e.g., refusal, assertiveness, and decision-making skills).
Indicator 2.2	Understands the effects of education and work structure on lifestyle
Indicator 2.3	Understands the effects of work and career on personal success and satisfaction
Indicator 2.4	Evaluates and updates skill levels and accomplishments to address advancement or changed career plans

Personal/Social Domain

The purpose of the personal/social domain is to provide a foundation for personal and social growth through school and into adulthood.

Proficiency A	Students will demonstrate constructive attitudes and display practical approaches for managing situations involving themselves and others.
Competency 1.0	Acquire self-knowledge.
Indicator 1.1	Clearly communicates ideas, values, attitudes, and beliefs
Indicator 1.2	Clearly distinguishes between appropriate and inappropriate behavior
Indicator 1.3	Demonstrates positive bonds with family, school, and peers
Competency 2.0	Understand and maintain personal relationships with others.
Indicator 2.1	Participates in extracurricular sports and activities
Indicator 2.2	Displays trust and self-control in all communication and interaction with peers, adults, and community members
Indicator 2.3	Values, appreciates, and seeks out the involvement of others
Indicator 2.4	Builds connections among other diverse groups from all segments of the school community
Indicator 2.5	Demonstrates respect and appreciation for individual and cultural differences

Proficiency B Students will make decisions, set goals, and take necessary action to achieve goals.

Competency 1.0 Understand how to live independently and safely.

Indicator 1.1 Acquires access to adequate health care, stable housing, and emergency contact information

Indicator 1.2 Understands how to cope with peer pressure, stress and conflict, appropriate and inappropriate physical contact, and the emotional and physical dangers of substance use and abuse

Indicator 1.3 Demonstrates refusal skills, ability to set boundaries, and knowledge of the relationship between rules, laws, and the rights of others

Indicator 1.4 Identifies short-term and long-term goals

Competency 2.0 Use decision-making and problem-solving skills.

Indicator 2.1 Understands the consequences of decisions and choices

Indicator 2.2 Identifies alternative solutions to a problem

Indicator 2.3 Knows when peer pressure is influencing a decision

Indicator 2.4 Demonstrates ability to seek help for solving problems and making decisions

Proficiency C Students will understand and use safety and survival skills.

Competency 1.0 Acquire personal safety skills.

Indicator 1.1 Demonstrates knowledge of personal information (e.g., home telephone number, address, emergency contact information)

Indicator 1.2 Understands the differences between appropriate and inappropriate physical contact

Indicator 1.3 Demonstrates knowledge of personal rights, boundaries, and privacy

Indicator 1.4 Demonstrates techniques for coping with stress, conflict, and overall life events

Appendix 3

Federal and State Laws, Standards, Policies, and Resources That Promote Results-Based School Counseling and Student Support

The national role in education that began in the early 1960s underwent its most extensive revision with the reauthorization of the Elementary and Secondary Education Act in 2001. California, as did other states, joined the national effort to “leave no child behind.” This intensive reform called for adopting state curriculum content standards, increasing student testing, and promoting greater accountability for schools through the measurement of yearly growth.

The following federal and state standards, laws, policies, procedures, and resources are included to ensure that schools engage in systemic transformation and to substantiate the need to consider school counseling and student support programs as fundamental to creating schools that work for *all* children.

No Child Left Behind

The federal **No Child Left Behind (NCLB) Act of 2001** reauthorized the 1965 federal Elementary and Secondary Education Act (ESEA) and included several changes that held great promise for closing the achievement gap and acknowledging that pupil services are critical for ensuring academic success and well-being for all students.

NCLB set out to improve academic achievement of disadvantaged students (Title I); prepare, train, and recruit high-quality teachers and principals (Title II); improve language instruction for limited-English-proficient and immigrant students (Title III); provide 21st Century Schools and Safe and Drug-Free Schools (Title IV); and provide informed parental choice, innovative schools and programs, and elementary and secondary school counseling programs (Title V). NCLB includes provisions that identify school counselors and student support personnel.

The intent of the following requirements for LEAs is to augment student support services:

- Local education agencies (LEAs) are directed to develop funding plans in consultation with teachers, principals, and pupil services personnel.
- LEAs are to include school counseling and student support services in schoolwide programs.
- School counselors and student support staff are to participate in professional development.
- LEAs are to recruit and retain highly qualified teachers, principals, and student support personnel.
- LEAs will receive after-school funding to provide school counseling and student support services.

- LEAs will use federal Safe and Drug-Free School funding to provide school counseling and mental health services to students.
- LEAs will provide school-based mental health services through a state-certified school counselor, school psychologist, school social worker, or state-licensed mental health practitioner.
- LEAs may use funding earmarked for emergencies (e.g., school crisis, terrorist act) to provide school-based counseling and mental health services for students.

To review the federal No Child Left Behind Act of 2001, visit the CDE Web site at <http://www.cde.ca.gov> and click on “No Child Left Behind.”

California Laws

California Education Code Section 49600 outlines the comprehensive educational counseling program design and establishes the authority for developing and implementing comprehensive school guidance and counseling programs.

California Education Code Section 49602 is the foundation of the ethical practice for counselors. Counselors are obligated to protect privileged information received through confidential relationships with students, or the student’s parent or guardian, and with teachers. This confidentiality must be maintained by the counselor except when there is a clear and present danger to the student or other persons or both. Also, counselors must keep current with and adhere to all laws, policies, and ethical standards pertaining to confidentiality. To review the California *Education Code* sections pertaining to counseling and counselor confidentiality, visit the CDE Web site at <http://www.cde.ca.gov/re/lr/cl/>. To review the American School Counseling Association position statements regarding counselor confidentiality, visit <http://www.schoolcounselor.org> (Outside Source).

Assembly Bill 722 Study of Pupil Personnel Ratios, Services, and Programs, published by CDE in 2003, examines pupil support services in public schools to determine the proper ratio of pupil-to-school counselors, pupil-to-school psychologists, and pupil-to-school social workers needed to maintain adequate pupil support services. The study also examines the variety and uniqueness of pupil needs and the difficulties of hiring and retaining credentialed pupil support personnel in schools. To review the AB 722 Study, log on to the CDE Web site at <http://www.cde.ca.gov/ls/cg/rh/>.

California State Budget Act of 2006, AB 1802, Article 4.5 (amended by SB 1131) established the Middle and High School Supplemental Counseling Program. Funds appropriated in the annual Budget Act are based on an amount per pupil enrolled in the district (grades seven through twelve, inclusive) in the prior school year as reported to the California Basic Educational Data System (CBEDS). Counseling services provided under the provisions of AB 1802 are to be delivered by personnel who hold a current pupil personnel services credential.

As a condition of receiving funds, the governing board of each school district is required to adopt a supplemental school counseling program that ensures counseling services to

all students in grades seven through twelve, including a review of academic and department records for every student. Students must receive information about course work and academic progress needed to complete middle or high school and to pass the California High School Exit Examination (CAHSEE).

Students must also receive advice about all available educational options. Educational options shall include college preparatory and vocational programs, such as regional occupational centers and programs, career technical education, and other alternatives. Students who are at risk of not graduating with the rest of their class, who are not earning credits at a rate that will enable them to pass the high school exit examination, or who do not have sufficient training to allow them to engage fully in their chosen career must be identified and provided with this supplemental counseling.

In addition, every student performing at the far below basic level in English–language arts or mathematics as determined by the California Standards Tests administered in grade six must receive a list of course work and experience necessary to transition successfully to high school and meet all graduation requirements, including passing the CAHSEE. The list and record of the individual counseling conference will be placed in the student’s cumulative folder, and a copy shall be provided to the parent.

Through the Middle and High School Supplemental Counseling Program, counselors have the opportunity to work with school districts to develop comprehensive school counseling and student support programs to increase counselors’ effectiveness through the implementation of data-driven, results-based accountability measures. In this way, counselors can become an integral part of the educational team, enabling a greater number of students to remain in school and to graduate from high school.

Tenth Grade Counseling Program (*Education Code* sections 48431.6 and 48431.7) requires schools receiving funds from this program to provide a systematic review of each student’s academic progress and to offer counseling regarding educational options available during the final two years of high school. The intent is to provide a checkpoint for assessing student progress toward meeting graduation requirements and to broaden the educational and career options for students. This program was included in Assembly Bill 825 Categorical Education Reform (Statutes of 2004), making *Education Code* sections 48431.6 and 48431.7 inoperative as of July 1, 2005. To review the Tenth Grade Counseling Program description and allocations, visit the CDE Web site at <http://www.cde.ca.gov/ls/cg>.

The **Carl Washington School Safety and Violence Prevention Act of 1999 (AB 1113)** provides funding for school districts and county offices of education to create programs that promote a safe learning environment. The intent is for school sites receiving funds pursuant to the act to teach students techniques for resolving conflicts without violence and to train school staff and administrators to support and promote conflict resolution and mediation techniques. One strategy suggested to accomplish these tasks is that schools receiving this funding may hire student support services personnel, including school counselors, school social workers, school nurses, and school psychologists trained in conflict resolution. In the State Budget Act of 2004, this

program was included in Assembly Bill 825 Categorical Education Reform, which combines funding for carrying out school safety. For more information regarding the Carl Washington School Safety and Violence Prevention Act, visit the CDE Web site at <http://www.cde.ca.gov> and type “Carl Washington” in the Search window.

Assembly Bill 825 Categorical Education Program Reform (Statutes of 2004) was enacted to repeal some restrictions for spending by schools receiving categorical funds. This combination of eight separate appropriations, which includes Tenth Grade Counseling and the Carl Washington School Safety and Violence Prevention Act, allows schools to change their focus from school safety and counseling to a more comprehensive effort toward pupil learning and improved school performance. To learn more about AB 825, go to the CDE Web site <http://www.cde.ca.gov> and type “Categorical Education Program Reform” in the Search window.

Policy of the California State Board of Education

The **California State Board of Education** developed and adopted its **Policy on Guidance and Counseling** in 1980. This policy was amended and readopted in 1995 to support effective counseling and guidance programs based on student needs. This policy states that local schools must implement counseling programs that show specific student outcomes and demonstrate students’ knowledge, skills, and attitudes in educational, career, personal, and social development. To review the California State Board of Education Policy on Guidance and Counseling, visit CDE Web site at www.cde.ca.gov/be/ms/po/policy.asp

California Programs

The **California Department of Education Categorical Program Monitoring (CPM) Program** replaced the traditional Coordinated Compliance Review in 2005-06. The CPM clarifies state and federal legal requirements for schools and reconfigures 19 CPM instruments into seven dimensions of major program requirements. Counselors and other student support personnel are important to the core and supporting dimensions of the school and should be integral to developing and carrying out the school’s plan for meeting compliance with these major requirements of law. To learn more about the CPM, visit the CDE Web site at <http://www.cde.ca.gov/ta/cr/cc/>.

School Accountability Report Card (SARC), which became law on November 1, 1988, requires school boards to guarantee accountability for dollars spent. Since that time, other assessments of school conditions have been added, along with verification for sufficient textbooks and instructional materials. With the federal No Child Left Behind Act, reporting requirements for Adequate Yearly Progress (AYP), graduation rates, status of Title I Program Improvement, and the extent to which qualified teachers are teaching classes in core content areas have been added. To review SARC legislation and intent, visit the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/legislation.asp>.

Support Personnel Accountability Card (SPARC) documents the contributions that school counselors and a student support team make to a school site. Modeled after the

SARC, this continuous improvement instrument demonstrates the team's commitment to public accountability and to academic success and school safety. This document showcases the positive contributions that counselors and student support services teams make toward student achievement. To review SPARCS from kindergarten through adult education schools throughout California, visit <http://www.sparconline.net> (Outside Source).

National Standards

The ASCA National Model: A Framework for School Counseling Programs

published by the American School Counselor Association (2003) connects school counseling programs with current educational reform. The model reflects a comprehensive approach to program foundation, delivery, management, and accountability and provides the methods school counselors and school counseling teams can use to design, coordinate, implement, manage, and evaluate comprehensive school counseling programs that correlate with student success. The model provides a framework for the program components and includes the school counselor's role in implementing the underlying philosophy of leadership, advocacy, and systemic change. To learn more about the national standards and the ASCA model, visit <http://www.schoolcounselor.org> (Outside Source).

U.S. Department of Education Guidelines

The U.S. Department of Education, Office of Vocational and Adult Education (OVAE), commissioned the revision of the national guidelines in 2003 to align with the goals of No Child Left Behind (2002). The ***National Career Development Guidelines*** provides the framework for career development competencies.

California Resources

California Career Resource Network (CalCRN) provides career development resources for school counselors, teachers, administrators, students, and parents to promote development of effective career self-management skills. The resources include California CareerZone <http://www.cacareerzone.com> (Outside Source), an online career information delivery system, and The Real Game California (TRGC), the latest module in The Real Game Series, an international career development curriculum from America's Career Resource Network (ACRN) at <http://www.acrnetwork.org> (Outside Source). ACRN also distributes the National Career Development Guidelines (NCDG), a framework for career development for youths and adults to use with educators and counselors, on their own, or with their families.

California Career Technical Education (CCTE) Model Curriculum Standards were adopted by the California State Board of Education in May 2005. The standards are organized into 15 industry sectors. Each sector has two or more career pathways. A career pathway is a coherent sequence of rigorous academic and technical courses that allow students to apply academics and develop technical skills in a curricular area. The CCTE Model Curriculum Standards are available at <http://www.cde.ca.gov/re/pn/fd>.

(Note: A CTE framework to support the development of standards-based career technical education curriculum will be available in 2007.)

The State Board of Education adopted the ***Health Framework for California Public Schools, Kindergarten Through Grade Twelve*** in 2002. It was published and distributed to schools in 2003 by the California Department of Education. The framework contains information on health literacy for students in kindergarten through grade twelve and on the research that supports positive asset development among youths. It includes ways students can enhance and maintain their health and well-being. Within these lists are food choices and physical activities. Also specified are behaviors and mental and emotional health indicators for student growth, development, and success in school and life. School practitioners who monitor and support students in physical and emotional growth and development are included in the school community and charged with helping students experience these developmental indicators. To review the document, visit the CDE Web site at <http://www.cde.ca.gov/ci/he/cf>.

The California Department of Education published ***Guidelines for Developing Comprehensive Guidance Programs in California Public Schools: Kindergarten Through Adult School*** in 1981. This is the most recent CDE publication devoted to guiding school counselors and other support services personnel in developing, implementing, and maintaining comprehensive guidance services in schools, kindergarten through adult education. (This publication is no longer in print.)

California Commission on Teacher Credentialing Resource

Standards of Quality and Effectiveness for Pupil Personnel Services Credentials, published by the California Commission on Teacher Credentialing (2001), outlines standards of program quality and effectiveness that apply to all credential programs. To review the pupil personnel services credential standards and those required for school counseling, school psychology, social work, and child welfare and attendance credentials, visit the California Commission on Teacher Credentialing Web site at <http://www.ctc.ca.gov> (Outside Source).

Appendix 4
Sample Action Plans

1. XYZ Elementary School Guidance Lesson Curriculum Action Plan 2006-07

Grade Levels	Guidance Lesson Content	Domain/ Proficiency	Curriculum and Materials	Start and End Dates	Projected Number of Students	Sessions for Lesson Delivery	Evaluation Methods—How Will The Results Be Measured?	Contact Persons
3	Homework Habits	Academic A	<i>Skills, Opportunities, and Recognition (SOAR)</i>	Sept. 2006 through Nov. 2006	100	All Grade 3 classrooms; general assembly	Increased number of students will have completed homework assignments.	Ms. Myers, School Counselor
	Anger Management	Academic A Personal/ Social ABC	<i>Al's Pals: Kids Make Healthy Choices</i>	Nov. 2006 through Feb. 2007	100	Grade 3; 20-30 minute classroom sessions	Increased number of students will use self-control. Increased number of students will make safe and healthy choices.	Ms. Allbright, School Nurse; Ms. Hanson, Outreach Consultant
	Behavior Interventions	Academic A Personal/ Social ABC	<i>DARE to Be You Youth Development Program</i>	Feb. 2007 through April 2007	100	Grade 3; 30-minute classroom sessions	Increased number of students demonstrating decision-making and problem-solving skills and appropriate social skills.	Ms. Hanson, Outreach Consultant
4	Conflict Management	Academic A Personal/ Social ABC	<i>Promoting Alternative Thinking Strategies (PATHS)</i>	Nov. 2006 through Feb. 2007	150	Grade 4; 20-30 minute classroom sessions	Reduced incidents of conflict between students; increased incidents of self-control.	Ms. Myers, School Counselor
	Study Skills and School Success	Academic A Personal/ Social ABC	<i>Skills, Opportunities, and Recognition (SOAR)</i>	Feb. 2007 through April 2007	150	All Grade 4 classrooms	Increased number of students will have completed homework assignments.	Ms. Taylor, Mr. Crandall, Classroom Teachers; Ms. Myers, School Counselor
	Career Ideas	Career AB	<i>Roots & Wings</i>	Sept. 2006 through June 2007	150	All Grade 4 classrooms	Students demonstrate increased awareness of a variety of potential careers.	Ms. Myers, School Counselor
5	Conflict Management	Academic A Personal/ Social ABC	<i>Promoting Alternative Thinking Strategies (PATHS)</i>	Nov. 2006 through Feb. 2007	150	Grade 5; 20-30 minute classrooms sessions	Reduced incidents of conflict between students; increased incidents of self-control.	Ms. Myers, School Counselor
	Study Skills and School Success	Academic A Personal/ Social ABC	<i>Skills, Opportunities, and Recognition (SOAR)</i>	Feb. 2007 through April 2007	150	All Grade 4 classrooms	Increased number of students will have completed homework assignments.	Mr. Humphrey, Ms. Nelson, Classroom Teachers; Ms. Myers, School Counselor
	Goal Setting and Decision Making	Academic AC Career AB Personal/ Social B	<i>Promoting Alternative Thinking Strategies (PATHS)</i>	Sept. 2006 through June 2007	150	All Grade 5; classrooms	Reduced incidents of conflict between students; increased incidents of self-control.	Ms. Myers, School Counselor

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2. XYZ Elementary School Intentional Guidance Action Plan 2006-07

Target Group: All third, fourth, and fifth graders with attendance problems

Target Group selection is determined by the following data: Any student in third, fourth, and fifth grades with five or more absences in the first quarter

School Counselor or Other Student Support Professionals	Domain/ Proficiency	Types of Services to be Delivered and Manner of Delivery	Resources Needed	Projected Start and End Dates	Projected Number of Students	Evaluation Method		Intended Effects on Academics, Behavior, or Attendance
						Perception Data	Results Data	
Ms. Allbright, School Nurse (third grade) Ms. Hanson, Outreach Consultant (fourth grade) Miss Myers, School Counselor (fifth grade)	Academic A Personal/Social ABC	Letter home to parents Group counseling on importance of attendance and time management skills Parents meeting Contract with students Reward system	Purchase Curriculum (\$125.00) Time on staff agenda to explain program Disaggregated data from first month's attendance data Group counseling facility (room) Clerical assistance for letters home	November 2005 through March 2006	40 students	<u>Attitude</u> Percentage of students who believe that coming to school every day is important <u>Skills</u> Percentage of students completing a time management plan <u>Knowledge</u> Percentage of students who have knowledge of what discipline to expect if truant from school	<u>Achievement Related (AR)</u> percentage of improvement in attendance <u>Achievement (A)</u> Compare academic improvement: GPA from term to term	Students will improve attendance. Students will improve academically (GPA).

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3. XYZ Middle School Guidance Curriculum 2006-2007

Grade Level	Guidance Lesson Content (Topic Area)	Academic, Career and Personal/Social Domain/ Proficiency	Curriculum and Materials	Projected Start/ Projected End	Projected Number of Students Impacted	Lesson will be presented in which class/ subject?	Evaluation Methods (How will results be measured?)		Implementation Contact Person
							Perception data:	Results Data:	
7 & 8	<p>Lessons will teach the following:</p> <p>a) how to read academic and deportment (behavior) records</p> <p>b) educational options including college preparatory program and vocational programs; regional occupational centers and programs; and any other alternatives available to pupils within the district.</p> <p>c) the coursework and academic progress needed for satisfactory completion of middle school;</p> <p>d) the necessity of passage of the high school exit examination and the availability of career technical education.</p>	<p><u>Academic Domain Proficiency A</u> Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and throughout life</p> <p><u>Competencies</u> 1.0 Improve academic expectations 2.0 Acquire skills for improved learning</p> <p><u>Proficiency B</u> All students will know the requirements for graduation and have a plan for postsecondary options, including college</p> <p><u>Competencies</u> 1.0 Plan for the future 2.0 Map out achievement</p> <p><i>[The above is a sample: school counselors may align competencies with the ASCA National Model]</i></p>	<p>School Counselor developed PowerPoint presentations</p> <p>Hand outs of lesson content</p> <p>Pre-post test</p> <p>Sample transcript</p> <p>Sample deportment record</p>	Schedule date of lesson (must occur at least once during each year (7 & 8 th))	All students in 7 th and 8 th grades	To be determined in consultation with administration and lead teachers at each grade level	<p><u>Attitudes</u> Belief that grades in middle school are important Belief that trying hard on tests is important Belief that scores on the CST matters Belief that homework is important to me Belief that they have many college and career pathways and options after high school</p> <p><u>Skill</u> Ability to identify their CST score on their CST report Ability to identify appropriate courses necessary to take in high school (create 4 year plan)</p> <p><u>Knowledge</u> Knowledge of CST and relationship to passing CAHSEE... Knowledge of CAHSEE score needed to graduate Knowledge of who must take/pass CAHSEE Knowledge of subjects tested in CAHSEE</p>	<p><u>Achievement Related (AR)</u> Improved rate of homework completion Taking CAHSEE Participation in Test Taking Strategies workshop Percent who report using test taking strategies <u>Achievement (A)</u> CST Scores GPA Long term goal: Passage of CAHSEE</p>	Name of School Counselor Leading Activity

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4. XYZ Middle School Planned Guidance Lesson Curriculum Action Plan 2006-07

Grade Levels	Guidance Lesson Content	Domain/ Proficiency	Curriculum and Materials	Start and End Dates	Projected Number of Students	Sessions for Lesson Delivery	Evaluation Methods— How Will the Results Be Measured?	Contact Persons
6	Violence Prevention	Personal/ Social C	<i>Time to Tell, Early Warning Signs</i> curriculum	Nov. 2006 through Feb. 2007	450	Social Studies	Pre-post survey Number of violent incidents	Ms. Peach, School Counselor
	Promotion Criteria	Academic ABC	PowerPoint review of school district promotion/retention policy	Feb. 2007 through April 2007	450	Language Arts	Pre-post survey For who knows promotion requirements	Mr. Melon, School Counselor
	Organizational, Study, and Test-Taking Skills	Academic ABC	<i>Sunburst Study Skills</i> curriculum	Sept. 2006 through Nov. 2006	450	Language Arts	Pre-post survey Scores on tests	Mr. Melon, School Counselor
7	Violence Prevention	Personal/ Social ABC	<i>Promoting Alternative Thinking (PATH); Don't Laugh At Me, or Ridicule Free Zones</i> curriculum	Nov. 2006 through Feb. 2007	400	Science	Pre-post survey Number of violent incidents	Ms. Peach, School Counselor Ms. Green, Science Teacher
	Organizational, Study, and Test-Taking Skills	Academic ABC	<i>Success 4 Students</i> Study Skills Program	Feb. 2007 through April 2007	400	Language Arts	Pre-post tests Scores on tests	Mr. Melon, School Counselor Ms. Brown, Language Arts Teacher
	Career Exploration	Career AB	<i>Choices Career Planning, Career Occupational Preference Interest Inventory System (COPS), or Coordinated Occupational Information Network (COIN)</i> (Grades 7 or 8 or both)	Sept. 2006 through June 2007	400	Career Exploration	Hard copy of a career search on file for students with a career path plan	Ms. Peach, School Counselor Each Career Exploration Teacher
8	Violence Prevention	Personal/ Social ABC	<i>Project ACHIEVE, Stop and Think</i> social skills program, <i>Get Real About Violence</i> lessons	Sept. 2006 through Feb. 2007	350	Science	Pre-post survey Number of violent incidents	Ms. Peach, School Counselor Ms. Citron, School Resource Officer
	Organizational, Study, and Test-Taking Skills	Academic ABC	<i>Survey, Question, Read, Recite, Review (SQR3)</i> and <i>Success 4 Students</i>	Feb. 2007 through May 2007	350	Language Arts	Pre-post tests Scores on tests	Mr. Berry, School Counselor
	Career Exploration	Career ABC	<i>Career Occupational Preference System (COPS), or Coordinated Occupational Information Network (COIN)</i> (Grades 7 or 8 or both)	Sept. 2006 through June 2007	350	Computer Science	Hard copy of a career search for students with a career path plan	Mr. Berry, School Counselor Mr. Apple, Computer Teacher

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5. XYX Middle School Intentional Guidance Action Plan 2006-2007

Target Group: All at risk 7th graders

Target Group selection is based upon the following data: All 7th graders who score far below basic on CST

School Counselor	Academic, Career and Personal/Social Domain/ Proficiency	Type of Service Delivered in What Manner?	Resources Needed	Projected Start /End	Projected Number of Students Impacted	Evaluation Method (How will results be measured?)		Intended Effect on Academics, Behavior or Attendance?
						Perception Data	Results Data	
Names of school counselors and others assisting	<p><u>Proficiency A</u> Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and throughout life</p> <p><u>Competencies</u> 1.0 Improve academic expectations 2.0 Acquire skills for improved learning</p> <p><u>Proficiency B</u> All students will know the requirements for graduation and have a plan for postsecondary options, including college</p> <p><u>Competencies</u> 1.0 Plan for the future 2.0 Map out achievement</p> <p><i>[The above is a sample: school counselors may align competencies with the ASCA National Model]</i></p>	<p>Individual conference with student and parent/ guardian reviewing all of the information in the "Resources Needed" Column</p> <p>coursework and experience necessary provided to pupil and his or her parent or legal guardian</p> <p>Copy of signed plan placed in cumulative records of the pupil.</p>	<p>List of coursework & experiences necessary to successfully complete middle school and transition to high school.</p> <p>List of all high school graduation requirements and consequences of not passing the high school exit examination.</p> <p>List of programs, courses, and career technical education options available for pupils</p> <p>Cumulative records and transcripts of the pupil.</p> <p>Copy of 6th grade ELA and Math CST scores, performance on standardized and diagnostic assessments of the pupil.</p> <p>List of remediation strategies, and alternative education options</p>	Dec 4-Dec 22 (before January)	Students scoring far below basic on CST according to previous year enrollment.	<p><u>Attitudes</u> Belief that grades in middle school are important</p> <p>Belief that trying hard on tests is important</p> <p>Belief that scores on the CST matters</p> <p>Belief that homework is important</p> <p>Belief that they have many college and career pathways and options after high school</p> <p><u>Skill</u> Ability to identify their CST score on their CST report</p> <p>Ability to identify appropriate courses necessary to take in high school (create 4 year plan)</p> <p><u>Knowledge</u> Knowledge of CST and relationship to passing CAHSEE</p> <p>Knowledge of CAHSEE score needed to graduate</p> <p>Knowledge of who must take/pass CAHSEE</p> <p>Knowledge of subjects tested in CAHSEE</p>	<p><u>Achievement Related</u> (AR) Improved rate of homework completion</p> <p>Number Taking CAHSEE</p> <p>Participation in Test Taking Strategies workshop</p> <p>(Attendance?)</p> <p><u>Achievement</u> (A)</p> <p>CST Scores</p> <p>GPA</p> <p>Long term goal: Passage of CAHSEE</p>	<p>The goal is to improve performance in school as demonstrated by increased CST scores and eventual passage of the CAHSEE.</p> <p>To ensure all students who qualify improve their attitude, knowledge and skills leading to improved behavior (homework completion, test prep ability) and subsequently, improved scores on CST and passage of CHSEE.</p>

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6. XYZ High School Guidance Curriculum ACTION PLAN 2006 – 2007

Grade Level	Guidance Lesson Content (Topic Area)	Academic, Career and Personal/Social Domain/ Proficiency	Curriculum and Materials	Projected Start/ Projected End	Projected Number of Students Impacted	Lesson will be presented in which class/ subject?	Evaluation Methods (How will results be measured?)		Implementation Contact Person
							Perception data:	Results Data:	
9-12	<p>Lessons will teach the following:</p> <p>a) how to read academic and department (behavior) records</p> <p>b) educational options including college preparatory program and vocational programs; regional occupational centers and programs; and any other alternatives available to pupils within the district.</p> <p>c) the coursework and academic progress needed for satisfactory completion of middle school;</p> <p>d) the necessity of passage of the high school exit examination and the availability of career technical education.</p>	<p>Academic Domain <u>Proficiency A</u> Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and throughout life</p> <p><u>Competencies</u> 1.0 Improve academic expectations 2.0 Acquire skills for improved learning</p> <p><u>Proficiency B</u> All students will know the requirements for graduation and have a plan for postsecondary options, including college</p> <p><u>Competencies</u> 1.0 Plan for the future 2.0 Map out achievement</p> <p><i>[The above is a sample: school counselors may align competencies with the ASCA National Model]</i></p>	<p>School Counselors develop Power Point presentations of content required</p> <p>Hand outs of lesson content</p> <p>Sample transcript</p> <p>Sample department record</p> <p>Pre-post test</p>	Schedule date of lesson (must occur at least once during each year (10-12)	<u>All</u> students in 9-12 grades	To be determined in consultation with administration and lead teachers in Core subject Areas	<p><u>Attitudes</u> Belief that trying hard on tests is important</p> <p>Belief that scores on the CAHSEE matters</p> <p>Belief that they have many college and career pathways and options after high school</p> <p>Believe they will ask for help is they need it</p> <p><u>Skill</u> Ability to identify their CAHSEE score on their Transcript</p> <p>Ability to identify courses necessary to take in high school (create/revise 4 year plan)</p> <p>Ability to research and locate programs, courses, post secondary options (career, technical, alternative education etc.)</p> <p><u>Knowledge</u> Knowledge of CAHSEE score needed to graduate</p> <p>Knowledge of subjects tested in CAHSEE and who must take/pass CAHSEE</p> <p>Knowledge of remediation opportunities available to assist with passage of CAHSEE</p>	<p><u>Achievement Related (AR)</u></p> <p>Taking CAHSEE</p> <p>Participation in Test Taking Strategies workshop</p> <p>Participation in remedial opportunities</p> <p><u>Achievement (A)</u></p> <p>Credits Earned</p> <p>Passage of CAHSEE</p> <p>Completion of High School graduation Requirements</p> <p>Completion of College Prep requirements</p>	Name of School Counselor Leading Activity (all are involved)

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7. XYZ High School Guidance Lesson Curriculum Action Plan 2006-07

Grade Levels	Guidance Lesson Content	Domain/ Proficiency	Curriculum and Materials	Start and End Dates	Projected Number of Students	Sessions for Lesson Delivery	Evaluation Methods— How Will the Results Be Measured?	Contact Persons
9	Violence Prevention	Academic ABC Career ABC Personal/Social ABC	<i>Get Real About Violence</i> program	Nov. 2006 through May 2007	2,900 students (total student body)	Social Studies classes	Suspension Rates Pre/post Test	Mr. Jones, School Counselor
	Six-Year Plan (includes transition from middle school through high school)	Academic ABC Career ABC Personal/Social ABC	PowerPoint on high school and college requirements; indicators for attendance, achievement list, career options	Oct. 2006 through Feb. 2007	All ninth-grade students (approximately 800 students)	Pull-out lessons in Career Center	Percentage rates of credit deficient students, students on D/F list. Pre/Post Test	All school counselors
	Course selection; college, high school requirements (two lessons)	Academic ABC Career ABC Personal/Social ABC	Copies of requirements and registration forms	Feb. 2007 through May 2007	All ninth-grade students (approximately 800 students)	English classes	Number of students with accurately completed registration forms, Pre/Post Test	All school counselors
10	Career Exploration; <i>The Real Game, California</i> ; Career Self-Management Skills	Academic ABC Career ABC Personal/Social ABC	<i>Coordinated Occupational Information Network (COIN)</i> computer program; Career Planning Guide; Career Action Plan Template	Dec. 2006 through March 2007	All tenth-grade students (approximately 800 students)	Pathways to Success Night; English classes	Increased number of students completed <i>The Real Game, California</i> career self-management Pre/Post-Tests	All school counselors
	Six-Year Plan	Academic ABC Career ABC Personal/Social ABC	PowerPoint on high school and college requirements, attendance, achievement list, career options	Oct. 2006 through Feb. 2007	All tenth-grade students (approximately 800 students)	Pull-out lessons in Career Center; academic and technical classes	Increased number of students with plans Pre/Post Test	All school counselors
10	Course selection, college and high school requirements (two lessons)	Academic ABC Career ABC Personal/Social ABC	Copies of requirements and registration forms	Feb. 2007 through May 2007	All tenth-grade students (approximately 800 students)	English classes	Increased number of students completed <i>COPS</i> inventory or <i>COIN</i> computer program; increased number of students in appropriate courses for college or work	All school counselors

7. XYZ High School Guidance Lesson Curriculum Action Plan 2006-07 (Continued)

Grade Levels	Guidance Lesson Content	Domain/ Proficiency	Curriculum and Materials	Start and End Dates	Projected Number of Students	Sessions for Lesson Delivery	Evaluation Methods— How Will the Results Be Measured?	Contact Persons
11	Post-High School Options	Academic ABC Career ABC Personal/Social ABC	PowerPoint on college/career options	Oct. 2006 through May 2007	All eleventh-grade students (approximately 700 students)	Pullout review (Oct/Nov); Pathways to Success Night (Nov.); Junior Night (May)	Increased graduation rate and post-high school enrollment Pre/Post Test	Pathways Smith/Jones
	Six-Year Plan	Academic ABC Career ABC Personal/Social ABC	PowerPoint on high school and college attendance, achievement list, career options	Oct. 2006 through Feb. 2007	All eleventh-grade students (approximately 700 students)	Pull-out lessons in Career Center; academic and career technical classes	Determine credit deficiency and course enrollment patterns Pre/Post test	All school counselors
	Course selection, college and high school requirements (two lessons)	Academic ABC Career ABC Personal/Social ABC	Copies of requirements and registration forms; CSU and UC course requirements	Feb. 2007 through May 2007	All eleventh-grade students (approximately 700 students)	English classes	Number of students with completed registration forms	All school counselors
12	Transition to the Real World	Academic ABC Career ABC Personal/Social ABC	PowerPoint on <i>Keys to Graduation</i> ; guidance activities; college and career information	Sept. 2006 through Nov. 2006	All twelfth-grade students (approximately 600 students)	English classes Pathways to Success Night	Increased graduation rate and post-high school enrollment	<i>Pathways to Success</i> Smith/Jones
	Six-Year Plan	Academic ABC Career ABC Personal/Social ABC	PowerPoint titled <i>Keys to Graduation</i> ; advanced placement (AP) courses and career options	Oct. 2006 through Feb. 2007	All twelfth-grade students (approximately 600 students)	Pull-out lessons in Career Center; academic and technical classes	Number of students with completed plans; increased graduation rate and post-high school enrollment	All school counselors
12	College and High School Requirements	Academic ABC Career ABC Personal/Social ABC	PowerPoint titled <i>Keys to Graduation</i> on high school and college requirements; guest speakers	Sept. 2006 through Nov. 2006	All twelfth-grade students (approximately 600 students)	Senior/Parent Night; Pathways to Success Night	Increased graduation rate and post-high school enrollment in number of students	Senior Night Rose; <i>Pathways to Success</i> Smith/Jones

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Date of staff presentation

Prepared by

Hatch, T., (2006)

8. XYX High School Intentional Guidance Action Plan 2006-2007

Target Group: All at 10th grade students at risk of not graduating

Target Group selection is based upon the following data: All 10th graders who have; a) not passed one or both parts of the CAHSEE exam and/or; b) are credit identified as deficient.

School Counselor	Academic, Career and Personal/Social Domain/ Proficiency	Type of Service Delivered in What Manner?	Resources Needed	Projected Start /End	Projected Number of Students Impacted	Evaluation Method (How will results be measure?)		Intended Effect on Academics, Behavior or Attendance?
						Perception Data	Results Data	
Names of School Counselors	<p><u>Academic Domain Proficiency A</u> Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and throughout life</p> <p><u>Competencies</u> 1.0 Improve academic expectations 2.0 Acquire skills for improved learning</p> <p><u>Proficiency B</u> All students will know the requirements for graduation and have a plan for postsecondary options, including college</p> <p><u>Competencies</u> 1.0 Plan for the future 2.0 Map out achievement</p> <p><i>[The above is a sample: school counselors may align competencies with the ASCA National Model]</i></p>	<p>Individual conference with student and parent/ guardian reviewing all of the information in the "Resources Needed" Column</p> <p>Provide a copy of the list of coursework and experience necessary to the pupil and his or her parent or legal guardian</p> <p>Place a copy of this in the cumulative records of the pupil.</p>	<p>List of coursework & experiences necessary to successfully complete high school.</p> <p>List of all high school graduation requirements and consequences of not passing the high school exit examination.</p> <p>List of programs, courses, and career technical education options available for pupils</p> <p>Cumulative records and transcripts of the pupil. (e.g. copy of transcript or AERIES assessment page)</p> <p>List of remediation strategies, and alternative education options</p>	<p>Spring of 10th grade through Fall of student's 11th grade year.</p> <p>(before December 31st of 11th grade year)</p>	<p>Research number by querying site data... (look at previous year to estimate)</p>	<p><u>Attitudes (% who believe)</u> Trying hard on tests is important Scores on CAHSEE matter</p> <p>There are many college and career pathways/options after high school</p> <p>They will ask for help if needed</p> <p>They will attend summer school to make up credits if needed</p> <p>They would attend a study group if one were available to them</p> <p>They would attend tutoring if made available</p> <p><u>Skill</u> Ability to identify their CAHSEE score on their Transcript</p> <p>Ability to identify appropriate courses necessary to take in high school (create/revise 4 year plan) Ability to research and locate programs, courses, post secondary options (career, technical, alternative education etc.)</p> <p><u>Knowledge</u> Knowledge of CAHSEE score needed to graduate</p> <p>Knowledge of who must take/pass CAHSEE</p> <p>Knowledge of subjects tested in CAHSEE\</p> <p>Knowledge of remediation opportunities available to assist with passage of CAHSEE</p>	<p><u>Achievement Related (AR)</u></p> <p>Taking CAHSEE</p> <p>Participation in Test Taking Strategies workshop</p> <p>Participation in remedial opportunities</p> <p><u>Achievement (A)</u> Credits Earned</p> <p>Passage of CAHSEE</p> <p>Completion of High School graduation requirements</p> <p>Completion of College Prep requirements</p>	<p><u>Goal:</u> To improve graduation rates by ensuring students take and pass appropriate courses and pass the CAHSEE.</p> <p><u>Objectives:</u> To ensure all students (who qualify) gain the attitude, knowledge and skills necessary to support achievement</p>

Principal's Signature
Hatch, T., (2006)

Date

Date of staff presentation

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9. XYZ High School Intentional Guidance Action Plan 2006-07

Target Group: All at risk 12th graders

Target Group selection is based upon the following data: All students in grade 12 who are not on track to graduate

School Counselor	Academic, Career and Personal/Social Domain/ Proficiency	Type of Service Delivered in What Manner?	Resources Needed	Projected Start /End	Projected Number of Students Impacted	Evaluation Method (How will results be measured?)		Intended Effect on Academics, Behavior or Attendance?
						Perception Data	Results Data	
Names of School Counselors	<p>Academic Domain <u>Proficiency A</u> Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and throughout life</p> <p><u>Competencies</u> 1.0 Improve academic expectations 2.0 Acquire skills for improved learning</p> <p><u>Proficiency B</u> All students will know the requirements for graduation and have a plan for postsecondary options, including college</p> <p><u>Competencies</u> 1.0 Plan for the future 2.0 Map out achievement</p> <p><i>[The above is a sample: school counselors may align competencies with the ASCA National Model]</i></p>	<p>Individual conference with student and parent/ guardian reviewing all of the information in the "Resources Needed" Column</p> <p>Provide a copy of the list of coursework and experience necessary to the pupil and his or her parent or legal guardian</p> <p>Place a copy of this in the cumulative records of the pupil.</p>	<p>List of coursework & experiences necessary to successfully complete high school.</p> <p>List of all high school graduation requirements and consequences of not passing the high school exit examination.</p> <p>List of programs, courses, remediation options and career technical education options available for pupils</p> <p>List of coursework & experiences necessary to continue his or her education if he or she fails to meet graduation requirements.</p> <p>These options shall include, but not be limited to, all of the following: (A) Enrolling in an adult education program. (B) Enrolling in a community college. (C) Continuing enrollment in the pupil's school district.</p> <p>Cumulative records and transcripts of the pupil. (e.g. copy of transcript or AERIES assessment page)</p>	Between November and March of Senior year.	Research number by querying site data... or (look at previous year to estimate)	<p><u>Attitudes (Beliefs)</u> Completing school and graduating is important Continuing education after high school is important Scores on the CAHSEE matters There are many pathways and options after high school They will ask for help if needed</p> <p><u>Skill</u> Ability to understand their transcript and identify requirements necessary for graduation Ability to research and locate programs, courses, post secondary options (career, technical, alternative education, adult education etc.)</p> <p><u>Knowledge</u> Knowledge of CAHSEE score needed to graduate Knowledge of who must take/pass CAHSEE Knowledge of remediation opportunities available to assist with passage of CAHSEE Knowledge of continuing education options if he/she fails to meet graduation requirements</p>	<p><u>Achievement Related (AR)</u> Taking CAHSEE Participation in Test Taking Strategies workshop Participation in remedial opportunities <u>Achievement (A)</u> Credits Earned Passage of CAHSEE Completion of High School graduation Requirements Enrollment in post secondary continuing education options (adult education, community college etc.) Reduction of Drop out Rate</p>	<p><u>Goal:</u> To improve graduation rates and/or post secondary education enrollment Decrease drop out rate.</p> <p><u>Objectives:</u> To ensure all students (who qualify) gain the attitude, knowledge and skills necessary to support post secondary options of their choice.</p>

Principal's Signature

Date

Date of staff presentation

Prepared by

Appendix 5 Sample Master and Monthly Calendars

August

Senior high school		Middle and junior high schools	Elementary school
Coordinate with teachers on curriculum.	X	X	X
Establish counselor calendar.	X	X	X
Attend summer counselor retreat.	X	X	X
Assist as necessary with registration.	X	X	
Meet and register new students.	X	X	
Evaluate transcripts for placements.	X	X	X
Determine groups according to student need.	X	X	X
Develop goals for the year and share them with the staff.	X	X	X
Hold first faculty meeting (introduction).	X	X	X
Update flyer: <i>Counseling Goals and Services</i> . X		X	X
Hold orientation for new students.	X	X	
Write classroom guidance units.	X	X	X
Revisit office systems.	X	X	X
Interview prospective support services interns.	X	X	X

September

Senior high school		Middle and junior high schools	Elementary school
Develop "Counselor Corner" section in student newspaper. X		X	X
Introduce yourself to parent organizations.	X	X	X
Assist in class changes.	X	X	
Prepare for and advertise parenting classes.	X	X	X
Start classroom guidance units.	X	X	X
Develop and maintain a contact log.	X	X	X
Identify groups for group counseling.	X	X	X

September *(continued)*

Senior high school		Middle and junior high schools	Elementary school
Design an intern work plan.	X	X	X
Hold "Back to School Night"/Open House.	X	X	X

October

Senior high school		Middle and junior high schools	Elementary school
Provide information on and arrange for testing for PSAT, SAT, and ACT for college-bound students.	X		
Present classroom guidance units.	X	X	X
Begin parent education classes.	X	X	X
Attend fall counselor CSU and UC conferences.	X	X	X
Begin and continue groups.	X	X	X
Schedule parent night.	X	X	X
Schedule parent conferences.	X	X	X
Develop and maintain a contact log.	X	X	X
Plan public relations activities.	X	X	X
Review first-quarter grades for student progress.	X	X	X

November

Senior high school		Middle and junior high schools	Elementary school
Provide information on			
• College fairs	X		
• Scholarship and financial aid workshops for parents, by students' grade levels	X		
• College applications and scholarships to competitive schools	X		
• Testing dates for SAT and ACT	X		
Continue log.	X	X	X
Provide classroom guidance units (e.g., taking CST).	X	X	X
Continue groups.	X	X	X

November *(continued)*

Senior high school		Middle and junior high schools	Elementary school
Provide Career Awareness Month activities.	X	X	X
Hold parent conferences.	X	X	X
Check second-semester or quarter schedules.	X	X	
Write newsletter article(s).	X	X	X

December

Senior high school		Middle and junior high schools	Elementary school
Prepare scholarship applications.	X		
Provide information on			
• Free applications for Federal Student Aid (FAFSA) and Cal Grants	X		
• SAT and ACT testing dates	X		
• College applications and recommendations	X		
Continue groups and log.	X	X	X
Develop and modify classroom guidance units.	X	X	X

January

Senior high school		Middle and junior high schools	Elementary school
Assist with scholarship applications.	X		
Complete FAFSA forms.	X		
Assist registrar (credits, GPAs, and second-semester class changes).	X	X	
Review second-quarter report cards.	X	X	
Adjust individual student needs according to performance. X		X	X
Continue classroom units, groups, log.	X	X	X
Prepare students for standardized testing.	X	X	X
Start planning for kindergarten, sixth-, and ninth-grade transitions.	X	X	X
Plan activities for National School Counselors' Week.	X	X	X

February

Senior high school		Middle and junior high schools	Elementary school
Hold National School Counselors' Week activities.	X	X	X
Plan next year's registration process.	X	X	
Meet with parents of at-risk students (Parent Night).	X	X	X
Provide information on SAT and ACT testing dates.	X		
Continue classroom guidance units, groups, preparations for standardized tests, and log.	X	X	X
Continue planning kindergarten, sixth-, and ninth-grade transitions.	X	X	X

March

Senior high school		Middle and junior high schools	Elementary school
Continue with registration process for upcoming year.	X	X	X
Continue classroom units, groups, and log.	X	X	X
Ask teachers for recommendation for placements for upcoming year.	X	X	X
Continue planning kindergarten, sixth-, and ninth-grade transitions.	X	X	X
Hold parent conferences.	X	X	X
Review field experience with the intern.	X	X	X

April

Senior high school		Middle and junior high schools	Elementary school
Contact parents of at-risk students.	X	X	X
Continue classroom units, groups, and log.	X	X	X
Finish registration for upcoming year.	X	X	
Screen students for placement.	X	X	X
Begin transition process (kindergarten, sixth, and ninth grades).	X	X	X

April *(continued)*

Senior high school		Middle and junior high schools	Elementary school
Attend IEP meetings for annual reviews.	X	X	X
Advertise summer school and job opportunities.	X	X	
Prepare for graduation and transitions.	X		

May

Senior high school		Middle and junior high schools	Elementary school
Post available scholarship list in classrooms.	X		
Review final transcripts.	X		
Prepare graduation credits.	X		
Continue classroom guidance units and log.	X	X	X
Prepare for closure of groups.	X	X	X
Distribute and explain standardized test scores.	X	X	X
Continue parent contacts.	X	X	X
Assist registrar (credits, GPAs, report cards).	X	X	X

June

Senior high school		Middle and junior high schools	Elementary school
Help registrar compute credits and courses.	X	X	
Revise schedules of students for upcoming year.	X	X	X
Review and interpret data.	X	X	X
Determine program effectiveness.	X	X	X
Identify programs and activities for upcoming year.	X	X	X

This sample calendar was adapted from "The Tool Kit for School Counselors."
<http://www.ptc.state.id.us/guidance/guidepdf/toolkit2.pdf> (Outside Source).

Sample Monthly Calendar

September 2006

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 1:00 p.m. First faculty meeting	2
3	4 Labor Day	5 School starts Develop contact log.	6 Late registration	7 Start classroom guidance units.	8 Establish counselor calendar.	9
10	11 Develop "Counselor Corner" in school paper. Patriot Day (U.S.)	12 Schedule appointments for schedule changes.	13	14	15 Declaration of Independence Day (Mexico)	16
17	18 Prepare for and advertise parenting classes.	19	20 5:30 p.m. Parent "Back to School" Night	21	22 Rosh Hashanah	23 Rosh Hashanah First of Ramadan Autumn begins.
24	25 Schedule small- group meeting on smoking cessation.	26	27	28	29	30

Appendix 6

Sample Program Audit for Results-Based School Counseling and Student Support Program

This sample program audit helps to review the current standards of practice in your school's counseling and student support program. It can serve as a checklist for developing a program or reorganizing and reprioritizing an existing comprehensive program.

Using the findings year to year offers comparable data to determine annual progress, results, strengths, and weaknesses of the program.

School: _____

School District: _____

Date: _____

Foundation

Beliefs and Philosophy—*Beliefs* imply personal conviction. *Philosophy* is a set of guiding principles for program development and implementation.

Our school counseling and student support team has:	None	In Progress	Completed	Implemented	N/A
Discussed its beliefs and agrees every student can achieve					
Discussed its beliefs and agrees school counseling and student support should be provided for every student					
Discussed its beliefs and agrees that counseling and student support should include data-driven intentional guidance lessons for some students					
Agreed on and written a philosophy statement based on these beliefs					
Presented the philosophy statement to the school administration and appropriate advisory committee(s)					

Mission Statement—The student counseling and student support team’s mission statement is fashioned from the beliefs and philosophy and aligns with the mission statement for the school and school district.

Our school counseling and student support team has:	None	In Progress	Completed	Implemented	N/A
Written a mission statement for the school counseling and student support program					
Included the purpose of the program and long-range results for all students					
Presented the mission statement to the school administration and appropriate advisory committee(s)					

Program Design/Counseling Domains—The program design contains programs, lessons, and strategies that are developmentally appropriate and demonstrate students’ knowledge, attitudes, and skills.

Our school counseling and student support team has:	None	In Progress	Completed	Implemented	N/A
Written a results-based counseling and student support plan					
Included learning support lessons and strategies for students at all grade levels within the academic, career, and personal/social domains					
Included strategies for some students whose performance is below grade-level expectations					

Proficiencies, Competencies, and Indicators—*Proficiencies* are what students are expected to know and be able to do. *Competencies* are specific activities that reflect a student’s knowledge, attitudes, or skills. *Indicators* are student actions and abilities that help to determine a student’s level of competency.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
Key elements of academic, career, and personal/social domains					

Proficiencies that link to the school's mission and expected student outcomes					
Developmentally appropriate student competencies for each grade level					
Measurable or observable indicators or both for all students					

Delivery System

School Guidance Curriculum contains planned guidance curriculum for every student and intentional guidance activities for students who need more help.

Planned Guidance Curriculum is consistent with the proficiencies, competencies, and indicators listed in Appendix 2. These proficiencies drive the program and address what every student receives. Planned guidance curriculum describes how each desired result will be achieved.

Intentional Guidance supports gaps and discrepancies reflected in data and adds lessons or activities or both that individual students need to achieve. Intentional guidance can be designed to address the student's particular concern or be developed according to discrepancies reflected in the data (e.g., attendance, behavior, achievement).

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
Planned guidance curriculum action plans and intentional guidance action plans that are drafted by the student support services team					
Planned guidance curriculum action plans that are consistent with academic, career, and personal/social development and that contain the following: <ol style="list-style-type: none"> 1. Domain, proficiency, competency, and indicators 2. Description of activity/curriculum 3. Materials or curriculum to be used 4. Time needed to complete an activity 5. Person responsible for delivery of the activity or curriculum 6. The means of evaluation used, anticipated result(s), and the inclusion of every student in the results 					

Guidance curriculum action plans, including intentional guidance action plans, that are to be completed in the spring for the school year starting in the fall and signed by the appropriate student support personnel and school principal					
School guidance instruction delivered by the school counselor in the classroom or in pull-out student groups					
Teacher in-service training provided by the school counselor to enable teachers to deliver guidance lessons in their classrooms					

Individual Student Planning—Students develop their future educational or career plans or both and establish personal goals. Whether school counselors facilitate small-group sessions in the classroom or meet with students individually, all students receive academic advisement.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
A systemic approach to helping students make appropriate education plans					
A systemic approach to helping students understand their options for education, careers, and personal goals					
Meetings between students and counselors to discuss test scores and interpret results					
Current, accurate, and appropriate written material that is distributed to parents and students regarding planning a future					
An individual advisement at the secondary level regarding the students' educational plans					
Assistance in these planning activities by parents, guardians, and/or other school personnel					

Responsive Services—School counselors and student support staff are prepared to respond to students’ and families’ sudden or critical needs. The services can range from early intervention in response to a crisis and can include group counseling, consultation, referral services, and peer facilitation.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
A systemic approach to helping students resolve immediate problems that interfere or disrupt the learning environment					
A systemic approach for referral of students in crisis or students experiencing barriers to learning					
Individual and appropriate responsive services, such as individual and small-group counseling, crisis response planning and training, peer facilitation, and referral to appropriate community intervention					

Systems Support—Systems support is the means by which the school’s counseling and student support services program is established, maintained, and enhanced.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
Management activities developed in collaboration with teachers, community representatives, providers of state and local testing programs, policymakers, instructional/curriculum planners, and others to ensure the delivery of a high-quality guidance and counseling program					
Collaboration between school counselors, guidance professionals, and others to collect and interpret data generated by testing programs					
Scheduled professional development opportunities for school counselors and guidance professionals					

Participation in and contribution to schoolwide and districtwide activities by school counselors and student support professionals					
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Management System

Management Agreement—The management agreement is a statement of responsibility from the school counselor(s) and other student support staff and the school administrator. It delineates the program’s specifics, anticipated results, and accountability for each student support staff member.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
An agreement reached between student support staff and the school administration					
An articulated division between accountability for student results and for carrying out assigned responsibilities					
Clearly defined anticipated student results					
A clear division of responsibilities for caseloads, access to students, and domain specialties or preferences or both agreed on by school counselor(s) and other student support staff					

Advisory Committee(s)—The school or district may use previously established committees that advise on education policy and school procedures. The membership can be augmented to represent the community’s diversity and to include the school counselors, school psychologist, supervisor of child welfare and attendance, outreach consultants, school nurse, students, parents, or guardians, and others interested in school counseling and learning support for students’ success.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
A roster of advisory committee members and a list of meeting dates for the year					
An appropriate representative membership					

The provision that the advisory committee review the audit and results report for the school counseling and student support services program and make appropriate recommendations					
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Calendars—A master calendar for the school is a common practice and is ideal for including, publishing, and promoting school counseling and other student support services and activities. A monthly calendar is a reminder of upcoming events and increases visibility of the student support services and activities.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
A procedure for ensuring that counseling and student support activities are included in the school's master calendar					
Monthly calendars with school counseling and student support activities that are posted for review by students, staff, parents, and the community					
An estimate for time spent in each component of the school counseling and student support delivery system					
An established timeline for collecting and disaggregating data					

Accountability

Results Report—The results report verifies that school counseling and student support activities are carried out, analyzed for effectiveness, and changed as needed. It also reflects student results and progress.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
A results agreement that addresses all aspects of the program, as well as the academic, career, and personal/social domains					

An established timeline for collecting process, perception, and results data and for disaggregating and reporting results					
An established timeline for reporting student results for all students					
The collection, analysis, and reporting of the results for each classroom and small-group lesson, test results from standardized tests, data from learning support activities, and student survey results					
The identification and reporting of proficiencies that link to the school's mission					
The use of results in program improvement efforts for future years					

Professional Performance Standards for Counselors and Student Support

Services—The performance standards for school counselors and student support staff should relate to the ability to deliver and obtain results for students through planned guidance curriculum and intentional guidance lessons, individualized student planning, responsive services to students and families, and the ability to work collaboratively to accomplish identified goals and student competencies.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
A provision for rating the ability of the school counselor or student support staff or both to develop and implement a results-based school counseling and student support program					
A method for reviewing and comparing the activities, roles, and responsibilities outlined in the results agreement and action plan					

Use of Data—Data drive the program. *Process* data document what has occurred; *perception* data show where efforts should focus; and *results* data show the effect of the program or strategy on student progress.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
Collected and disaggregated data, (e.g., standards tests) on student achievement					
District and site-specific learning support data (e.g., attendance, graduation rates, truancy, discipline referrals, dropout rates)					
District and site-specific student data to monitor equity, access, and interventions needed to close the learning gap (e.g., gender, ethnicity, socioeconomic, and grade-level data)					
District and site-specific student survey data (e.g., California Healthy Kids Survey, guidance and counseling proficiency surveys)					

Use of Data (Intentional)—Data to measure individual student progress reveal which interventions to consider to support that student.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
Data disaggregated by gender, ethnicity, and grade level					
Data that are systemically analyzed to determine an individual student's academic status and identify discrepancies between where he or she is and where he or she should be					
The alignment of results with the desired proficiencies					
The identification of discrepancies and determination of interventions needed to close the learning gap					

Program Audit—The *program audit* verifies that the program is aligned with the plan and that appropriate and timely student results data are collected and used to fortify the comprehensive guidance and counseling program.

Our results-based school counseling and student support plan includes:	None	In Progress	Completed	Implemented	N/A
A focus on students and student results					
A school administrator, counselor, and student support staff whose beliefs and philosophy value counseling and student supports, which are a cornerstone of their mission					
Planned guidance curriculum that is developmentally appropriate and infused into the school's overall curriculum					
Intentional guidance lessons that address the barriers to learning that still exist for some students					
Individualized student planning that blends academic "a–g" university-level requirements with career technical options to meet the diverse economic, policy, and workforce needs of the state					
Responsive services and strategies and a variety of community agencies as partners for referral of students who experience barriers to learning					
A delivery system for activities and accountability for results that reflect student needs and the mission of the school					
A management system that tracks the school counselor and student support staff's time needed for delivering the results-based program to students					
Data collection, analysis, and reporting regarding student progress over time					