

School Counseling In the CVUSD

September 12, 2023



Background

- Beginning of the 2020-2021 school year, CVUSD school counselors requested this professional learning in support of a data-driven, comprehensive approach to school counseling TK-12. (LCAP Goal #2)
- On March 15, 2022, CVUSD entered into a three-year contract for services with Hatching Results.
- One-time funding for this professional learning, \$135,000 from the 2021-22 to 2023-24 school year, is provided through the Expanded Learning Opportunity Grant, Educator Effectiveness Block Grant, and Title II Professional Learning funds.



About Hatching Results

PL #1

March 18,
2022

OUR VISION

What we hope to see in the future:

School counselors are **leaders, systemic change agents, collaborators,** and **advocates** who are empowered to design, implement, evaluate, and improve **comprehensive, data-driven** school counseling programs that address the diverse needs of all students, **increase access** and opportunities, and decrease equity gaps, resulting in schools that produce successful, contributing, and resilient members of society.

Why are we here?

Intended Outcomes of Our Partnership



- Cultivate **relationships** within and across school sites
- Meet this moment and learn alongside each other to **align and improve K-12 school counseling systems** across sites to better promote equity and access
- Grow our **capacity to lead continuous** school counseling program **improvement** for the benefit of students in CVUSD
- Understand the current reality of our **data** and allow it to **shift our practice** to better meet the needs of K-12 CVUSD students

PL #1
March 18,
2022

Guidance Counselors



School Counselors!



<ul style="list-style-type: none"> ● Reactive services (spends most of their time in Tiers 2 and 3, based on referrals) 	<ul style="list-style-type: none"> ● Proactive, preventative services (spends a great deal of time in Tier 1 and uses <u>data</u> primarily to drive Tier 2 services)
<ul style="list-style-type: none"> ● Serve some students 	<ul style="list-style-type: none"> ● Serve ALL students
<ul style="list-style-type: none"> ● Focus mostly on one domain 	<ul style="list-style-type: none"> ● Focus on all three domains (academic, college/career social/emotional) to impact student success
<ul style="list-style-type: none"> ● Utilize a clinical model focused on student deficits 	<ul style="list-style-type: none"> ● Utilize an educational model, focused on student strengths
<ul style="list-style-type: none"> ● Ancillary support 	<ul style="list-style-type: none"> ● Integral member of the school leadership team
<ul style="list-style-type: none"> ● Loosely defined role/quasi-administrator 	<ul style="list-style-type: none"> ● Clearly defined role
<ul style="list-style-type: none"> ● Focus mostly on counseling services provided 	<ul style="list-style-type: none"> ● Focus on outcomes from services provided
<ul style="list-style-type: none"> ● Works in isolation or only with other counselors 	<ul style="list-style-type: none"> ● Collaborates with all stakeholders in the school community
<ul style="list-style-type: none"> ● Guards the status quo 	<ul style="list-style-type: none"> ● Acts as a change agent for educational equity for all students
<ul style="list-style-type: none"> ● Gatekeepers of rigorous courses 	<ul style="list-style-type: none"> ● Advocates for all students to have access to rigorous courses
<ul style="list-style-type: none"> ● Little or no accountability for student success 	<ul style="list-style-type: none"> ● Full accountability for student success
<ul style="list-style-type: none"> ● Helps mostly college-track students plan for college 	<ul style="list-style-type: none"> ● Advises ALL students on multiple postsecondary pathways
<ul style="list-style-type: none"> ● Depends on system's resources for helping students and families 	<ul style="list-style-type: none"> ● Brokers services from community agencies, as well as the school system's resources

THIS IS
WHERE THE
MAGIC
HAPPENS!

PL #2

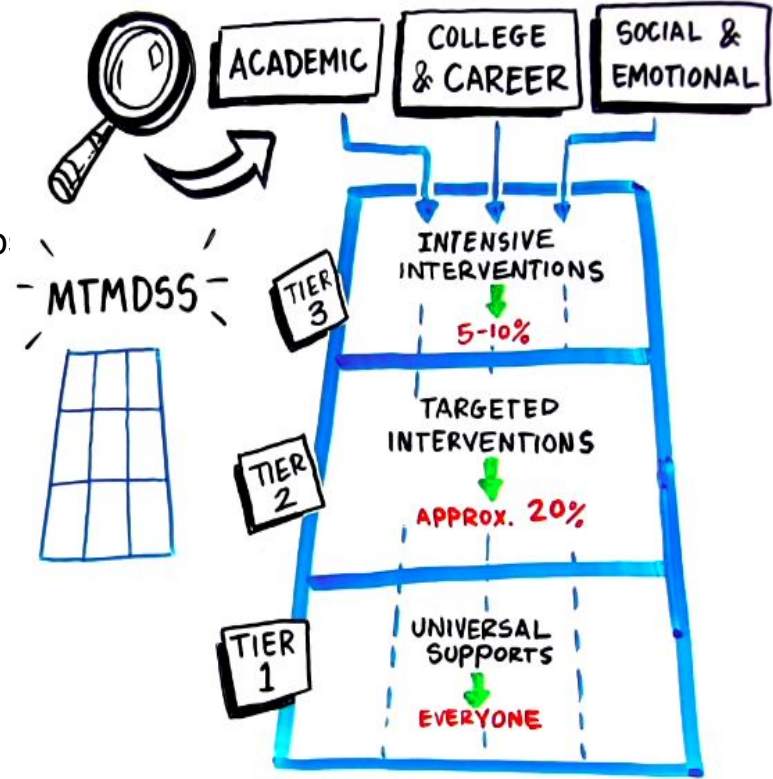
May 23,
2022

Multi-Tiered, Multi-Domain System of Supports (MTMDSS)

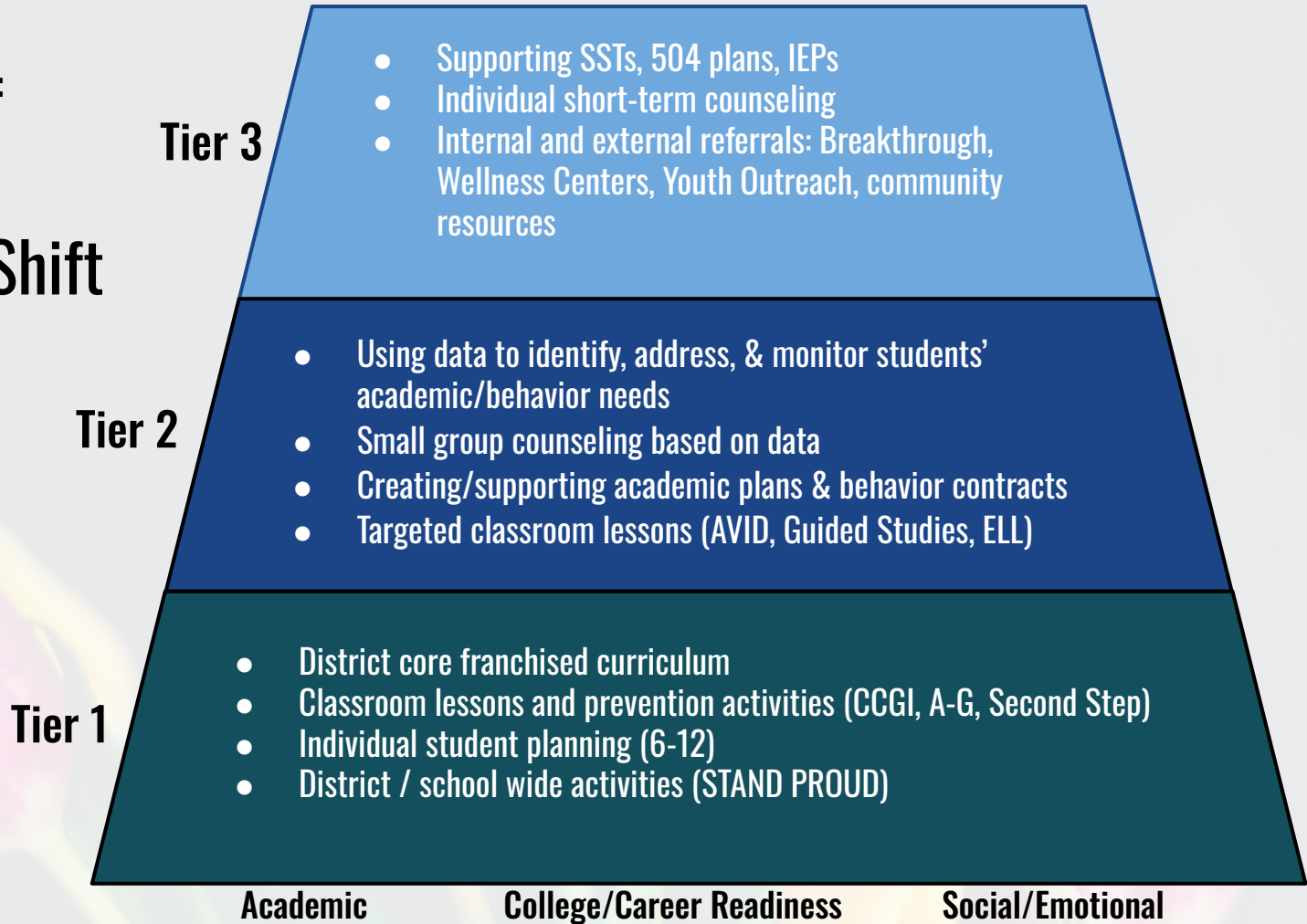
Aligned to the ASCA National Model & Promotes Equity

Systematic, rather than random, delivery of services help ensure that students are **equitably served**:

- Effective systems enable ALL students to receive instruction, individual student planning, and schoolwide programs and activities
- Students receive supports according to demonstrated (data-driven) level of need, by virtue of special population, and by referral
- Enables school counselors to assess the services being delivered and to whom



Delivery of Services: Paradigm Shift





“Franchising” School Counseling Curriculum to Promote Equity

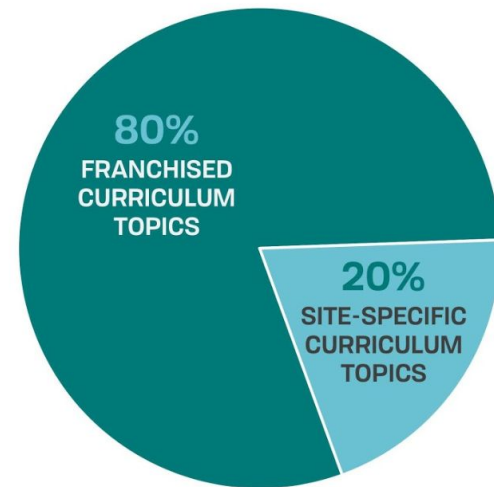
- **80% is consistent across the district**

- **Developmental** in nature
- **Preventative** in design
- **Comprehensive** in scope
- Supports **equity and access** across districts

- **20% based on local needs**

- **School data** (i.e. discipline referrals, student surveys)
- **Current trends** (i.e. increase in cyberbullying, dangerous fads)
- **School initiatives** (i.e. related to culture and climate)

80/20 CORE CURRICULUM



Counseling Lesson	22-23 SY	23-24 SY	Grade	Outcome Data
Emotional Regulation - Emotions Detective	Fall/Tri 2	Fall/Tri 2	TK/Kinder	AR: Attendance Rates/AR: Discipline Referrals
Emotional Regulation - Traffic Light Zones	Fall/Tri 2	Fall/Tri 2	1st Grade	AR: Attendance Rates/AR: Discipline Referrals
Emotional Regulation - Zones of Regulation	Fall/Tri 2	Fall/Tri 2	2nd Grade	AR: Attendance Rates/AR: Discipline Referrals/AR: Homework Completion
Emotional Regulation - How Big Is My Problem?	Fall/Tri 2	Fall/Tri 2	3rd Grade	AR: Attendance Rates/AR: Discipline Referrals/A: Grades
Emotional Regulation - Coping Skills	Fall/Tri 2	Fall/Tri 2	4th Grade	AR: Attendance Rates/AR: Discipline Referrals/A: Grades
Emotional Regulation - Self-Regulation	Fall/Tri 2	Fall/Tri 2	5th Grade	AR: Attendance Rates/AR: Discipline Referrals/A: Grades
Executive Functioning/Introduction to Middle School	Fall	Fall	6th Grade	AR: Attendance Rates/AR: Discipline Referrals/AR: Homework Completion
Strengthsfinder/Career Pathway Exploration	Fall	Fall	7th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: Grades
High School Planning	Spring	Spring	8th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: Grades
CVUSD High School 101	Fall	Fall	9th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: Grades
Making Plans	Fall	Fall	10th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: On-Track Rates
College & Career - Post-Secondary Planning	Week 5 of SY	Week 5 of SY	11th Grade	AR: Course Enrollment Patterns/AR: Student Involvement/A: GPA
SMART Goals for Post-Secondary Planning	Fall, post reg.	Fall, post reg.	12th Grade	AR: Student Involvement/AR: Scholarships/A: Graduation Rates/A: College

PL #2
May 23, 2022

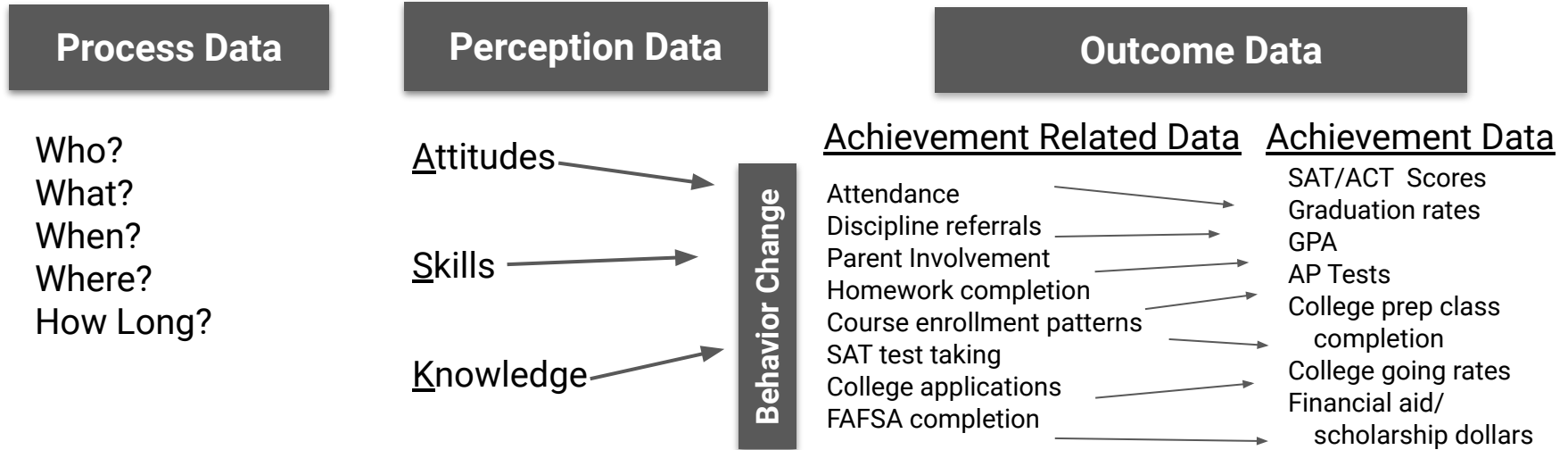
PL #3
November 1, 2022

PL #4
January 2023

PL #5
March 17, 2023

PL #6
May 8, 2023

Hatching Results Conceptual Diagram



School Counselor Core Curriculum Class Lessons

Intentional Interventions and Supports

Use of Data, pg 82

More important than focusing on what school counselors do for students is measuring how students are better because of what school counselors do.

School counseling services directly impact CVUSD:

- Promotion and Graduation rates
- College/Career ▪ CAASPP scores
- Attendance ▪ Grades
- Behavior (suspension rate) ▪ LCAP
- CA Healthy Kids Survey ▪ Dashboard

Student Group Report for 2022

[Pivot Data by Indicator](#)

Indicator	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic	Native Hawaiian or Pacific Islander	White	Two or More Races
Suspension Rate	Low	Medium	Very High	High	High	High	High	Medium	Very Low	Low	Medium	Very Low	Low	Very Low
English Learner Progress	Low	Low	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	High	Low	No Performance Level	Very Low	Medium	Medium	No Performance Level	No Performance Level	Very High	No Performance Level	Medium	No Performance Level	Very High	Very High
Chronic Absenteeism Rate	High	Very High	High	Very High	Very High	Very High	Very High	No Performance Level	Medium	Low	Very High	No Performance Level	High	Medium
English Language Arts	High	Low	No Performance Level	Very Low	Low	Very Low	Low	No Performance Level	Very High	Very High	Low	No Performance Level	High	Very High
Mathematics	Medium	Low	No Performance Level	Very Low	Low	Very Low	Low	No Performance Level	Very High	High	Low	No Performance Level	High	High

- Highly Qualified School Counselors
- Hatching Results PL with Focus on Data Analysis to Develop & Implement Targeted Student Interventions & Supports
- Restorative Practices Training
- Leading Teacher PL Opportunities in AVID Program, Letter of Recommendation Writing, Suicide Prevention
- CASC/ASCA/VCSCA, UC/CSU, SEL, UDL, Substance Abuse Trainings

- A-G/Dual Enrollment/Gradespan Transition Student & Parent Presentations
- AVID - Candidate Data Analysis and Targeted Student and Parent Presentations
- CVUSD Mental Health Presentation
- College/Career Information Events: Focus On Your Future, College Fairs, Military Opportunities, UC/CSU Application Workshops, Varied Options for ALL Students
- Social Media Accounts/Newsletters/Websites Updated Daily
- One-pager/Flashlight Presentations (in-progress)



GOAL ONE

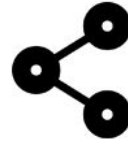
Implement targeted actions and services that support positive student outcomes.
(Student focused)

- New Secondary Summer School Counselor Positions to Target Students with D/F - Lessons and Groups
- A-G Lessons Provided to 8th Grade & HS School Students
- Targeted Small Groups for English Learner Connection, Resiliency Through College Application Process, Study Skills, Attendance, Academic Success (D/F)
- Classroom Lessons Targeting Students in Academic Support Classes (AVID, OASIS, Guided/Directed Studies)
- Development of Broad CVUSD Needs Assessment
- Course Planning & Access
- School Counselor Participation in SSC, DAC, WASC, Department Chair, District Committees



GOAL TWO

Ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.
(Internal focused)



GOAL THREE

Provide communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes.
(Community focused)



GOAL FOUR

Enhance the social, emotional and physical well-being for all students through targeted actions that support positive student outcomes.
(Student and school focused)

- SEL Classroom Lessons & Slide Decks for Teachers
- Franchised School Counseling Lessons
- Students Groups - Newcomers, School Success, Lunch Bunch, Friendship & Social Skills, etc.
- Mental Health Weeks Programming
- STAND PROUD
- BreakThrough
- SEL Task Force

The work of school counselors in CVUSD supports and contributes to the achievement of all four goals of the LCAP.

Current Actions

- Development of counseling lessons for the 2023-2024 school year, based on 2022-2023 data
- Annual Calendar
- Develop annual student outcome SMART goals based on academic, attendance, and behavior data
 - Correlated with District LCAP goals and site specific SPSA goals
- High School Tier 1 Planning Committee
 - Met over summer and continue to collaborate and meet to ensure vertical and horizontal consistency

Culture and Connection

Elementary School

- ★ New to School Groups
- ★ Lunchtime Peer Groups
- ★ Individual Counseling
- ★ Group Counseling
- ★ Classroom SEL lessons
- ★ Teacher Support and Collaboration
- ★ Classroom Community Circles
- ★ Parent Support and Resources
- ★ Assisting with Unity Day, Great, Kindness Challenge, and National Kindness Week
- ★ STAND PROUD
- ★ Parent Meetings
- ★ Provide Workshops/PD for teachers on SEL
- ★ School wide attendance engagement and intervention
- ★ ELAC support

Middle School

- ★ New-to-School Groups
- ★ School Success Groups
- ★ Engaging classroom presentations
- ★ Club advisors
- ★ WEB partnership
- ★ Peer mentors/tutoring
- ★ Morning/Lunch student connections around campus - Hot Shot Fridays
- ★ Teen Center Youth Outreach partnership
- ★ Coffee with the Counselors including mental health topics
- ★ Assemblies
- ★ Mindful Moments for students and staff to manage stress and wellness
- ★ Student meetings
- ★ Facilitating connections with teachers, faculty, clubs, athletics, support programs, Boys & Girls Club, community resources
- ★ Wellness partnership
- ★ Teacher collaboration/consultation and activities
- ★ Staff presentations and community resources
- ★ Staff book club
- ★ Culture of sharing successes

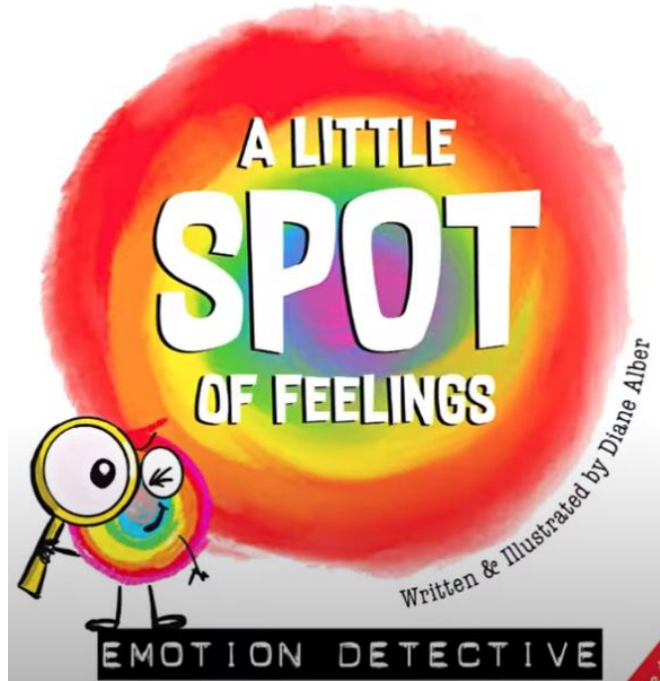
High School

- ★ Therapy dog visits
- ★ Outside open office hours to increase access
- ★ Mental health two week celebration in May
- ★ Birthday cards
- ★ New to school groups
- ★ Small groups related to shared areas of growth
- ★ Crisis counseling
- ★ Facilitate student connections to clubs, teachers, classes, sports
- ★ Club advisors and partners e.g. Rising Leaders and Latino Connection Club
- ★ Hatchings engagement strategies w/in lessons
- ★ Organization of biweekly staff gatherings
- ★ Monthly SEL videos made with students played on class TVs
- ★ Classroom visits on request
- ★ Targeted class visits e.g. AVID classrooms
- ★ Monthly wellness email bulletin
- ★ Virtual calm room
- ★ Staff attendance at school extracurricular events

Mental Health Celebration

NEVER
too old to
PLAY





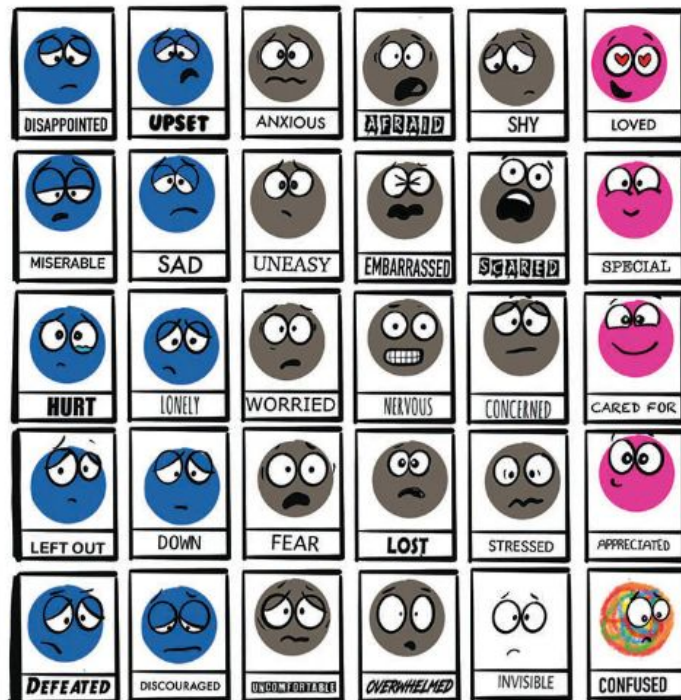
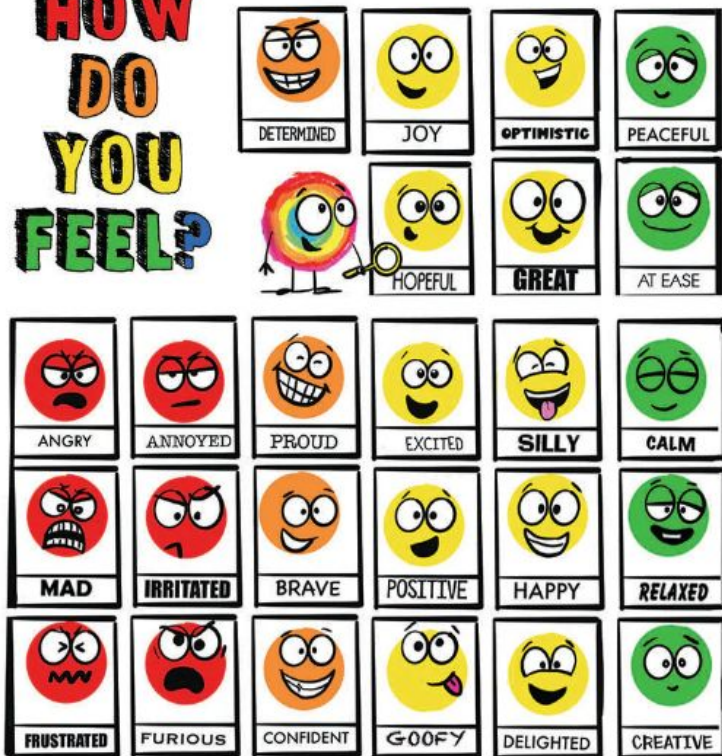
A Little Spot of Emotions

When you learn how to NAME your FEELINGS, it will help you get along with other people better and solve problems.

Then you will be on your way to becoming an EMOTION DETECTIVE like me!



HOW DO YOU FEEL?

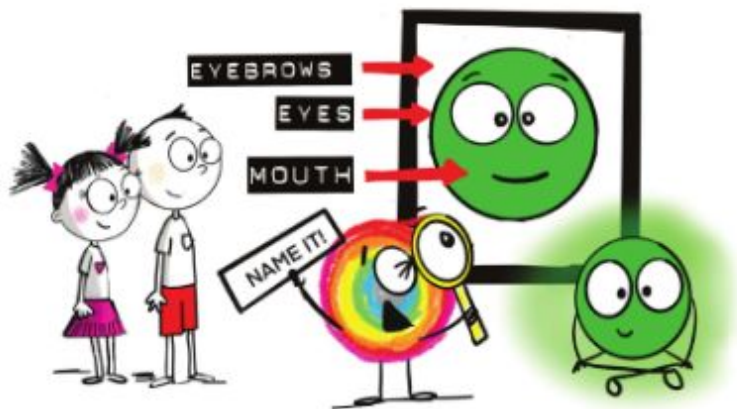


SPOT IT • NAME IT • SAY IT!

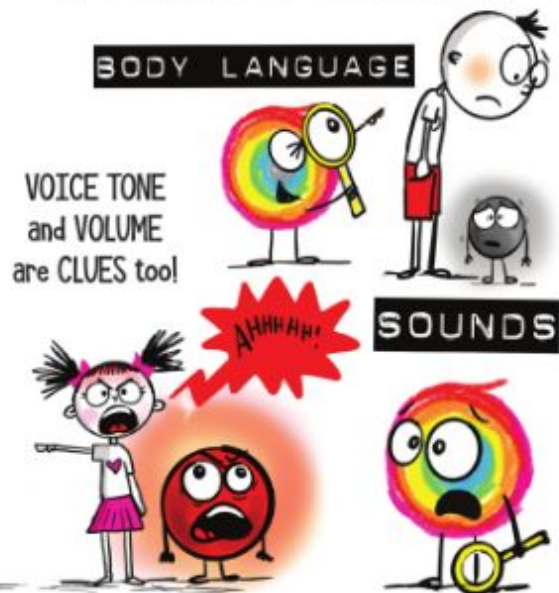
"I FEEL...WHEN...."

Another trick I like to use when SPOTTING FEELINGS is to look at FACE movements. Use a mirror to look closely at your EYEBROWS, EYES, and MOUTH, you will see how they move when you show your FEELINGS.

These movements are called FACIAL EXPRESSIONS. FACIAL EXPRESSIONS are CLUES to SPOTTING FEELINGS.



Other CLUES are the way your BODY MOVES and how you stand. This is called BODY LANGUAGE.



RED



HIGH ENERGY

- Anger
- Mad • Furious

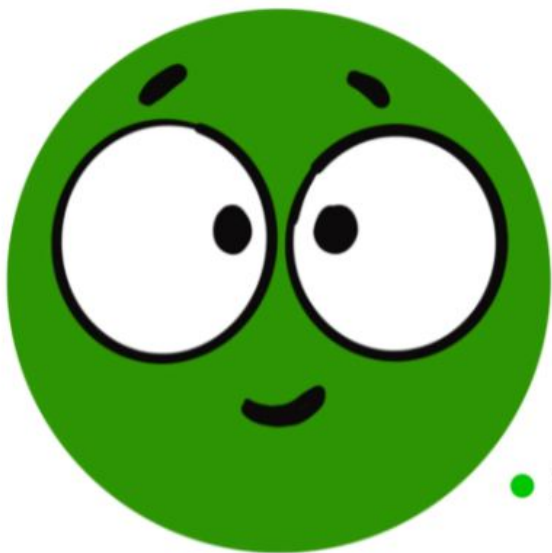
Tools I can use:

- Count to 10 1... 2...
- Take deep breaths  
Smell a flower Blow a bubble
- Walk away 
- Take a break 

**FEELINGS
OF
FRUSTRATION,**





GREEN



LOW ENERGY

- Peaceful
- Calm
- Focused

Tools I can use:

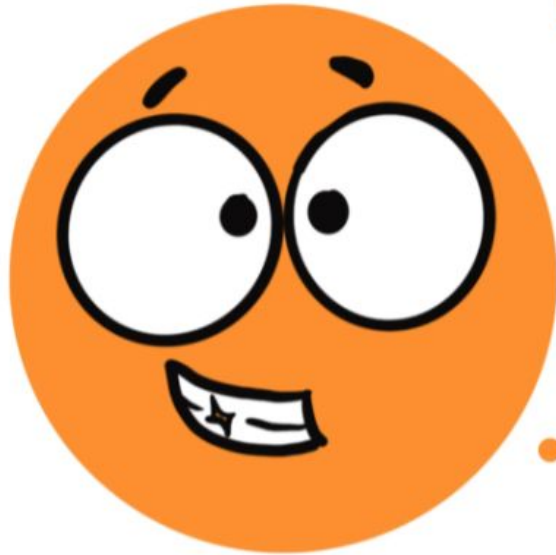
- Smile 
- Help others 
- Remember daily goals



**I SHOW
UP WHEN
YOU'RE FEELING
EXTRA
RELAXED,**






ORANGE



HIGH ENERGY

- Confident
 - Brave
 - Courage

Tools I can use:

- Words of affirmation 
- Positive thoughts 
- Smile 

I SHOW
UP WHEN
YOU'RE



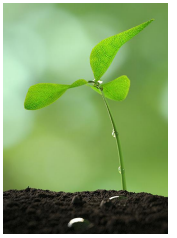


**FEELINGS
SONG**

GROWTH MINDSET

Lesson 1 of 3

MINDSET ASSESSMENT



- Put a checkmark next to all of the statements you agree with on the [mindset assessment](#).
- Calculate how many odd-numbered statements had a checkmark and then how many even-numbered statements had a checkmark.
- The odd-numbered statements represent fixed-mindset thinking; the even-numbered statements represent growth-mindset thinking.
- If you have more of one than the other, it is likely you default to that type of thinking when dealing with life events and challenging situations.

GROWTH VS. FIXED MINDSET



GROWTH MINDSET

"I believe that my intelligence and most things about me can be grown.
My true potential is unknown."



FIXED MINDSET

"I believe that my intelligence is fixed.
Some things I can do, some I won't ever be able to do."

Accomplish BIG Things With a

GROWTH MINDSET!

Success Begins With Believing You Can



Instead of Thinking...

I can't do it.

I'm not good at this.

It's good enough.

It's too hard.

I'm afraid of making a mistake.

They are better at it than I am.

I don't know how.

I can't make this any better.

I don't like challenges.

I give up.

Think This...

I'm still learning. I'll keep trying!

What can I learn to get better at this?

Is this the best I can do?

With more practice it will get easier!

Mistakes are how I learn & get better!

What can I learn from them?

I can learn how!

I can always find ways to improve!

Challenges make me better!

I'll try a different way!

Research has shown that when students approach their schoolwork and life with a growth mindset, they get better results.

We want you to have the ability to call on your growth mindset when you need it - like when you are taking on a hard challenge, solving a really difficult problem, or when you feel like you want to give up.

If your score leaned toward a fixed mindset, that's okay. We are all a mixture of fixed and growth mindsets.

But we're going to start practicing how to use our growth mindsets as we approach challenges and learning, because we believe that you can learn anything, and we want you to believe that too.

A hand-drawn illustration of a human brain on a piece of paper. The brain is drawn with black outlines and is filled with a complex network of red and blue lines, representing neural connections. A hand is visible on the right side, holding a blue marker and drawing the network. Another hand is visible on the left side, holding a pen. The background is a dark, blurred image of a desk with a laptop and other items.

You Can Learn
Anything



Khan Academy

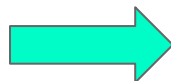
LET'S PRACTICE

I'm just not good at this.



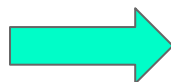
I can get better with practice.

I tried, but I didn't do very well.



If I keep trying and ask for help when needed, I'll get better at this.

I don't want to ask questions because of what others might think.

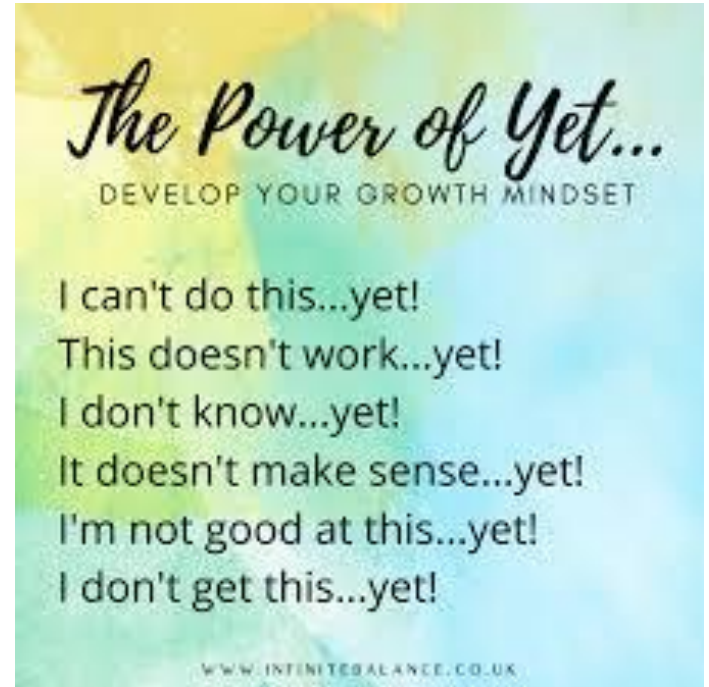


Intelligent people ask the most questions; that's how we learn.

THE POWER OF YET

When you don't understand something, it isn't because you can't learn it, it's because you haven't learned it **yet**.

The power of yet promises us that if we work hard and keep at it, we can learn anything.



HOW YOUR BRAIN WORKS



Your brain is able to grow, learn, and change.
Cross your arms.

The more you practice a new skill, the quicker your neurons create the pathways for learning that skill.

When you are really good at something, your neurons are firing *superfast* down the pathways you created! When you're first learning something, the neurons are slower, but with practice your neurons remember and they get faster - like when you learned to walk, or learned a new sport, or learned math skills.

You have a superpower when it comes to the brain. When you're young, the ability to learn new things is at its highest and you can learn new things and create new pathways in your brain much faster.

REMINDERS

Keep learning

Keep growing

Remember you can learn anything

Remember the power of yet

You are worth learning

You are worth growing and putting
in the effort

You deserve to live your life's
purpose and help others do the same



Goal Setting & Executive Functioning

Lesson 2 of 3

[Play Audio](#)

Goal Setting

Now that you know you can learn anything, we're going to review a goal setting strategy to help you achieve the goals you want to set for yourself.

THE SCIENTIFICALLY VALIDATED DREAM-REALIZATION FRAMEWORK

1. WISH
2. OUTCOME
3. OBSTACLE
4. PLAN



WOOP Goals

- Let's review your WOOP goal document

1) Create a Wish

- What do you want to create in your life? Think of something that feels exciting, challenging, and feasible. Describe it in 3-6 words.

2) Envision the Outcome

- What's the biggest benefit you could experience as a result of achieving this wish?

3) Identify Obstacles

- What obstacle(s) might you create that would prevent you from making that wish a reality?

4) Create "If...then" Plans

- What might you do to get around the most significant obstacles you identified?
- For each obstacle, make an "If...then" plan. (e.g. "If [obstacle occurs] then I will [plan 1].")



WOOP Goals – *Let's practice*

- **Wish:** What is something that you really want to accomplish? This wish should be exciting and challenging, but realistic. (For example: “I wish I turned my homework in on time more often.”)
- **Outcome:** What is the best outcome that would result from accomplishing this goal? How would the outcome make you feel? Let your mind go and imagine this outcome. (For example: “I would feel more confident and accomplished.”)
- **Obstacle:** What is the personal obstacle that prevents you from accomplishing this goal? Visualize this obstacle. (For example: “When doing homework, I often get distracted by my phone and lose focus.”)
- **Plan:** What can you do to overcome your obstacle? Name one effective action that you can take, and use it to create an if/then plan: ➔ If/when _____ (obstacle), then I will _____ (effective action). For example: “If I am distracted by my phone while completing an assignment, then I will put it in my drawer and move to another room.”

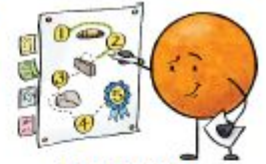
Executive Functioning

Executive functions are skills in our brains that help us accomplish our goals.

They help us plan, organize, get started, and follow through with tasks.

Executive Functioning Skills Learners Need

www.thepathway2success.com



PLANNING
Developing a strategy before starting a task



TASK INITIATION
Starting tasks right away, despite distractions



TIME MANAGEMENT
Making the best use of time to complete tasks



ORGANIZATION
Developing and maintaining systems to stay tidy

Executive Functioning Strategies



- Organize your binder, papers, and school supplies
- Have a place to study and complete assignments - remove distractions
- Setup a daily schedule and homework routine
- Use your planner and calendar to keep track of assignments and due dates
- Take notes and pay attention in class
- Plan your time between school, homework, and other activities
- Ask for help when needed

Strategies for Staying Focused

- Put your phone on silent or in another room
- Schedule 5 minute breaks every 20 minutes or after each assignment
- Try to find a quiet space or use headphones
- Write a to do list and check off each item when complete
- Review your WOOP goals each day



Resilience & Resources

— Lesson 3 of 3 —

Resilience Assessment

Complete the [Resilience Rating Scale](#)

For each item listed on the left, circle the number that best fits how you feel about each item, from 0 (completely false) to 4 (completely true).

Great! Now don't worry - whether you circled all 4's, all 0's, or somewhere in between - the goal of developing resilience isn't about where you start from. It's going to be how you feel about yourself and your abilities to get through tough things in life as you continue to grow.

Resilience

The ability to recover quickly from difficulties.

The ability to adapt to change.

The ability to “bounce back” from hardship.

Not seeing failure as final.

Sticking with it to see a task through or to achieve a goal.

Being able to positively cope with stress and face challenges head on.



You already know that the brain can change. It's important to also help your brain know that you CAN make it through difficult times.

We will all go through hard times in life - but the important thing is to rise whenever we fall. We need to find ways to help us do this. Using coping strategies and continuing to try is resilience.

Low Resilience vs. High Resilience

- Slow to recover from setbacks in life
- Blames others
- Makes excuses
- Avoids dealing with the situation
- Thinks too much about the problem
- Uses unhealthy coping strategies to deal with stress and challenges



- Recovers quickly from setbacks in life
- Takes responsibility and ownership for actions and things within control
- Has a positive attitude
- Lets go of the past
- Sees failure as **F**irst **A**tttempt **I**n **L**earning
- Celebrates big and small achievements
- Uses healthy coping strategies to manage stress
- Never gives up

How to Become More Resilient

Be kind to yourself and treat yourself like a good friend - mindset is a top indicator of success.

Build strong, supportive relationships.

Learn from experience.

Remain hopeful and positive about the present and the future.

Focus on your well-being and things within your control. Manage stress and emotions.

Keep trying and don't give up.



Coping Strategies for When Life is Difficult

Talk with family, friends, and school staff

Play a game

Write in a journal

Color or draw

Read a book

Play with a pet or hug a stuffed animal

Exercise

Read inspirational quotes

Play a sport

Cook or bake

Get a task done from your list

Make social plans with a friend

Say no to something that can be optional if you're overwhelmed

Drink water

Take some deep breaths

Ask for help

Listen to calming music

Watch funny videos

Organize or clean something

Make a schedule or to-do list and prioritize

Sing or play an instrument

Play with clay or build with Legos or blocks

Resources

- Make note of people you can reach out to when you need support:
 - Parents/guardians
 - Siblings
 - Grandparents, aunts, uncles, other relatives
 - Friends
 - Teachers
 - School Counselors
 - Administrators
 - Coaches
 - Faith community
 - Community
 - Health professionals





Begin with the end in mind...

Middle School and Beyond

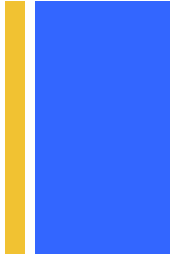
Presented by: Ms. Chopp and Ms. Doll

+ Pre-Survey



tinyurl.com/Colina23

+ School Counseling Department



**Ms. Doll
6th & 7th Grade
School Counselor**

**Ms. Chopp
7th & 8th Grade
School Counselor**



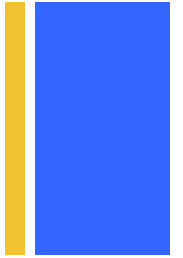
**Ms. Tuell & Ms. Trono
School Counseling Secretaries**

+ Lesson Agenda

- Review
 - Begin with the End in Mind
- Discuss
 - High School Graduation Requirements
 - A-G Requirements
 - 4-Year Universities, Community Colleges, Vocational Schools
- Compare HS graduation with A-G requirements
- Resources for Success



+ Lesson Standards & Objectives



■ Objective

- Students will demonstrate knowledge of 8th grade promotion requirements, high school graduation requirements and A-G requirements by completing guided notes and sharing them with an adult at home.

■ American School Counselor Association National Standards for Students



- Mindset M 6 - Understanding that postsecondary education and lifelong learning are necessary for long-term success
- Behaviors B-SMS 5 - Perseverance to maintain long- and short-term goals

+ Cougars Begin with the End in Mind

- What does it mean to ***Begin with the End in Mind***?
 - Knowing where you want to be in the future
 - Setting and working towards goals

You can't make a plan

if you don't know where you are going!



+ After High School - Beginning with the End in Mind

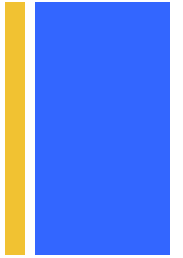
Think – Pair – Share



After I graduate from high school, I would like to: _____.



+ High School Vocabulary



⦿ What is a credit?

- “Points” you receive for each class you pass with a D or higher
- A full year class in CVUSD is worth 10 credits
- You must have 230 credits to graduate from a CVUSD High School
- If you receive an F you have to repeat the class 😞

⦿ What is GPA?

- Grade Point Average (As = 4, B's = 3, C's = 2, D's = 1, F's = NO CREDIT)
- Used for eligibility for sports and activities
- Used for College applications/Scholarships

+ Calculating GPA



Student Activity 1.7

Calculating My GPA (Example)

Name: _____ Date: _____

STEP 1

Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	B
Math	C
History	A
Science	B
AVID	B
Physical Education	A
Other: _____	

STEP 2

Count how many you of each letter grade:

How many I have:	Letter Grade
2	A
3	B
1	C
0	D
0	F

STEP 3

Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A	2	x4	= 8
B	3	x3	= 9
C	1	x2	= 2
D	0	x1	= 0
F	0	x0	= 0

STEP 4

Add your grade points earned. The answer will be your total number of grade points.

$$\begin{array}{r} 8 \\ 9 \\ 2 \\ 0 \\ +0 \\ \hline 19 \end{array}$$

Total Grade Points

STEP 5

Divide the total grade points by the number of classes you have grades for. Round to the nearest hundredth.

$$\frac{TGP}{NC} = GPA \quad \frac{19}{6} = 3.17$$

STEP 6

My GPA is 3.17

+ Calculating GPA



Student Activity 1.7 Calculating My GPA

Name: _____ Date: _____

STEP 1

Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	
Math	
History	
Science	
AVID	
Physical Education	
Other: _____	

STEP 2

Count how many you have of each letter grade:

How many I have:	Letter Grade
	A
	B
	C
	D
	F

STEP 3

Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A		x4	=
B		x3	=
C		x2	=
D		x1	=
F		x0	=

STEP 4

Add your grade points earned. The answer will be your total number of grade points.

_____ **Total Grade Points**

STEP 5

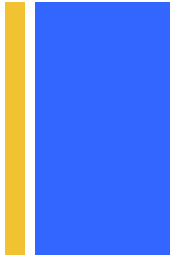
Divide the total grade points by the number of classes you have grades for.

TGP = Total Grade Point
NC = Number of Classes

STEP 6

My GPA is _____

+ High School Vocabulary



○ What is an elective?

- Classes you choose (elect) to learn new skills and to help you graduate with the number of required credits. (any class taken exceeding the minimum requirements - ie: 4th year of math would count as an elective credits)
- Examples include a foreign language, visual or performing art (VPA), AVID, career technical education (CTE) pathways, ect.

○ What are Honors (H), Advanced Placement (AP), and International Baccalaureate (IB) classes?

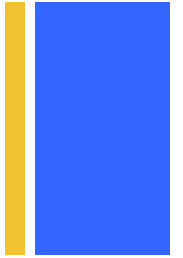
- Classes that cover advanced materials and have more in-depth study
- Students receiving A's, B's, and C's in these classes will receive an extra GPA point on their transcript (A is 5 instead of 4 points)
- AP = Advanced Placement and you receive college credit for these classes if you pass the AP test in the spring
- IB = International Baccalaureate (NPHS)

+ CVUSD High School Graduation Requirements



ALL GRADUATES		
Subject Requirements	Semesters	Credits
English	8	40
Health	1	5
Mathematics	6	30
Physical Education	4	20
Physical Science	2	10
Biology	2	10
World History/Geography	2	10
United States History	2	10
Government and Politics***	1	5
Economic Systems*** ****	1	5
CTE (Career Technical Education), Visual/Performing Arts or World Language*	2	10
Electives **		75
Total Required Credits		230
* All 10 credits must be in the same category (CTE, Fine Arts, or World Language)		
** Thirty (30) credits of the elective requirements must include courses offered in the following subject areas: visual/performing arts, foreign language, science, mathematics, social science, industrial arts, business, or consumer/family studies.		
***Newbury Park High School students that successfully complete the two year IB History of the America sequence satisfy both of these requirements.		
****Thousand Oaks High School students that successfully complete both semesters of Virtual Enterprise satisfy the graduation requirement for Economic Systems.		

+ Check for understanding of Vocab and grad requirements



What is a credit?

How many credits are needed to graduate from high school?

What is an elective?

What does GPA stand for?



+ College Information...

- What are Community Colleges?
 - 2-year public schools
 - Earn credits to transfer to a 4-year university
 - Earn an associate's degree or certificate
 - Earn certifications for various professions - Auto/Welding/Nursing etc.

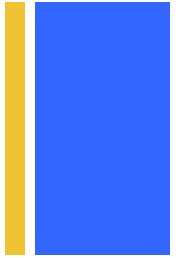


- What are 4-Year Universities?

- 4-year private or public schools
- Earn a bachelor's degree
- Can live on campus



+ CSUs and UCs



California State University Campuses



University of California Campuses



+ A-G Requirements



○ Classes required to take and pass to attend most California colleges (UCs and CSUs)

- A: History (2 years)
- B: English (4 years)
- C: Math (3 years)
- D: Science (2 years)
- E: Foreign Language (2 years of the same language)
- F: Visual and Performing Arts (1 year)
- G: College Preparatory Elective (1 year)



○ You MUST receive a C or better in A-G required classes in order to count towards college

+ How are A-G & High School Graduation Requirements the same?

A-G and Graduation Requirements

UC/CSU A-G Requirements

English | 4 years
Math | 3 years
History | 2 years
Science | 2 years
Language Other Than English | 2 years
Visual/Performing Arts | 1 year
Elective | 1 year of a college prep elective

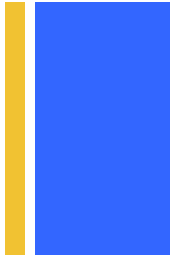
CVUSD Graduation Requirements

English | 4 years 40 credits
Math | 3 years 30 credits
History | 3 years 30 credits
Science | 2 years 20 credits
VPA or LOTE | 1 year 10 credits
Physical Education | 2 years 20 credits
Health | 1 semester 5 credits
Electives | 75 credits

*Minimum 15 Courses Required

*Student must have 230 credits to graduate from CVUSD.

+ Check for understanding Cal States/UC's/Community Colleges



Thumbs Up / Thumbs Down

CSU stands for - California School University

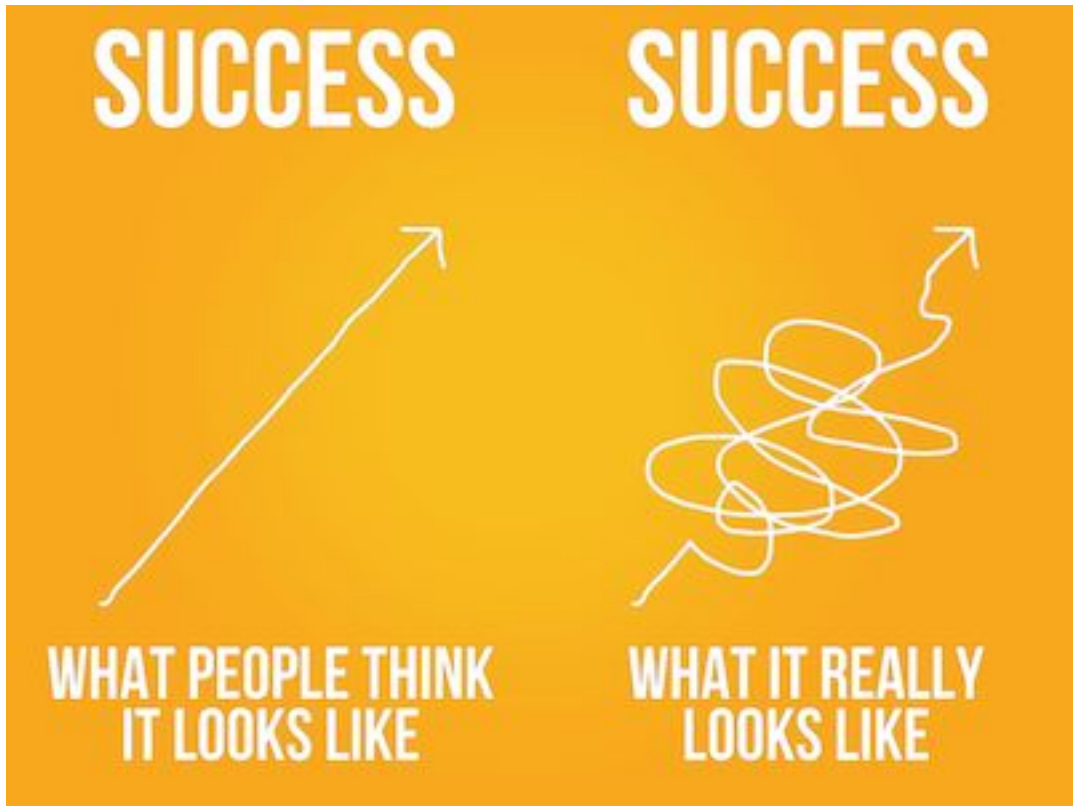
UC stands for - University of California

A - G requirements are the minimum requirements for UC's and CSU only - private universities may have their own requirements

In Ventura County we have community college, a private 4 year university and a CSU campuses



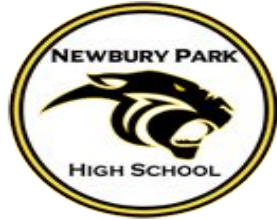
+ Path to success.....



+ Resources for Success



[NPHS Home](#)



[TOHS Home](#)



[NPHS Counseling](#)

[TOHS Counseling](#)

[WHS Home](#)



[CA Home](#)



[WHS Counseling](#)

+ Lesson Objectives



Ticket out the Door...

- Show Guided Notes to school counselor
- Share Guided Notes with someone at home
- Reminders:
 - WHS Counselors Visit Colina 3/22 and 3/27
 - TOHS Counselors Visit Colina 3/20
- High School Family Information Nights:
 - WHS - Thursday, March 23 at 6:30 pm Zoom
 - TOHS - Thursday, March 23 at 5:30 pm Zoom
 - NPHS - Tuesday, March 21 at 6:00 pm Zoom

+ Post-Survey



tinyurl.com/Colina23

Middle School Sample Lesson

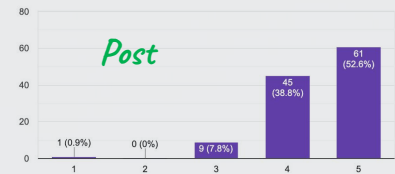
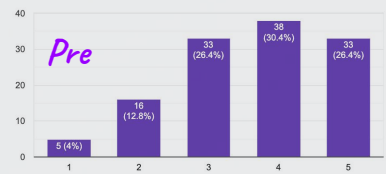


Begin with the end in mind...
Middle School and Beyond

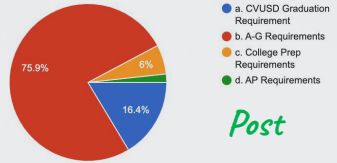
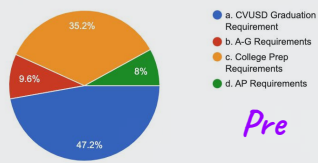
+ Lesson Agenda

- Review
 - Begin with the End in Mind
- Discuss
 - High School Graduation Requirements
 - A-G Requirements
 - 4-Year Universities, Community Colleges, Vocational Schools
- Compare HS graduation with A-G requirements
- Resources for Success

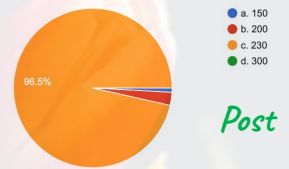
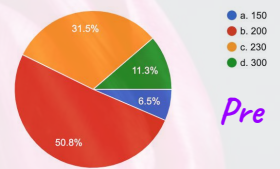
Q: I know the CVUSD high school graduation requirements:



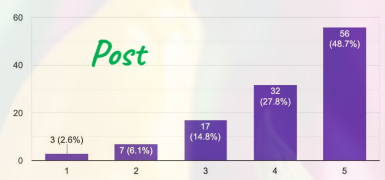
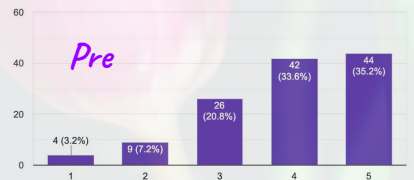
Q: A student applying directly from high school to Cal State Channel Islands must meet which requirements:



Q: In CVUSD I must have _____ credits to graduate:



Q: I feel excited about my future:

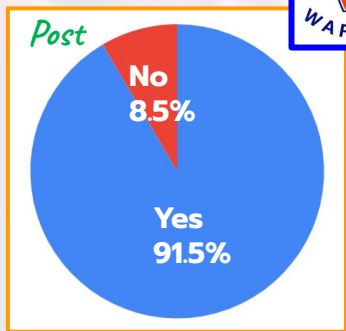
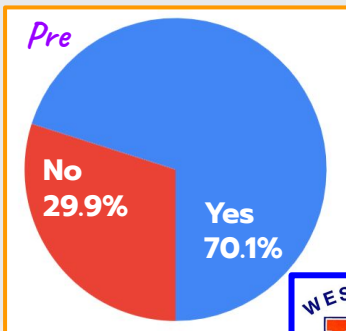


High School Sample Lesson

UDL Guided Notes

Future Junior Registration

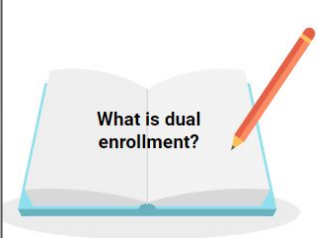
Q: I understand the difference between graduation and A-G requirements:



1. My current counselor is _____, next year it will be _____
2. There are two sets of requirements _____ and _____
3. Minimum grade for graduation requirements is _____ and for A-G requirements it is a _____
4. I need to bring my _____ to my 1:1 meeting with my counselor
5. I need 4 years of English to graduate (circle one) T or F
6. I need 2 years of the same language for A-G (circle one) T or F
7. The deadline to submit my Course Registration Form *and* enter them in Q is _____
8. I will need to come into the Counseling Office on _____ or _____ during PLC (7:30-8:30) if I do not have a Chem CP/H or Earth Science class
9. The _____ lists all classes available to 11th graders
10. The Course Directory contains a description of all classes offered at WHS and their prerequisites (circle one) T or F
11. I must be enrolled in _____ classes
12. The prerequisite waiver is designed to waive into a class for which you do not meet the letter grade prerequisite (circle one) T or F

Educational Opportunities

Dual Enrollment



Same weight assigned to DE as to Honors/AP in WHS GPA calculation

- High school credit**
Earn HS and college credits @ the same time
- College credit**
Creates a permanent college transcript, save money, get used to college-style courses, transfers differently
- Explore options**
The VCCC offers a range of options beyond what is offered at the HS sites
- On-Site and Off-Site Options**
An off-site DE course can count as one of your WHS periods
On-site option = English M01A & M01B

Westlake High School Academic Review Spring 2022

Future Senior:

Traditional Senior Schedule	Schedule Recommendations
1 English	1 English
2 Government & Economics (1 semester each, paired)	2 Government & Economics (1 semester each, paired)
3 Elective	3
4 Elective	4
5 Elective	5
6 Elective*	6

*Students who will earn 180 credits by the end of Junior year are eligible for a five period day

Will you be eligible for a five period day next year? Yes No

WHS Graduation Requirements										Credits Earned	Credits Needed	
English 40 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	40	
Math 30 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	30	
History 30 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	30	
Science 20 credits (1 physical & 1 life)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	20	
Visual/Performing Arts or World Language or CTE 10 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	10	
Physical Education 20 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	20	
Health 5 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	5	
Electives 75 credits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	75	
*Credits can only be earned/box checked if a grade of D- or higher was achieved.										Credit Totals	0	230

UC/CSU A-G Requirements	Year 1	Year 2	Year 3	Year 4	Years Earned	Years Left
English 4 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	4
Math 3 years (4 recommended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	3
History 2 years (3 recommended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	2
Science 2 years (3 recommended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	2
World Language 2 years (3 years recommended)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	2
Visual/Performing Arts 1 year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	1
Electives 1 year of an area "G" designated elective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	1
*Credits can only be earned/box checked if a grade of a C- or higher was achieved.						

Graduation Eligibility	A-G Eligibility
Are you on track to meet graduation requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you on track to meet A-G eligibility requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No
Based on your current schedule & progress your counselor recommends: Maintaining the same rigor in next year's schedule	
Summer School Recommendation	
CVUSD Free Summer School	Summer school will allow you to meet:
Semester 1 Algebra 1A CP	Semester 2 Algebra 2 21st CP
<input type="checkbox"/> Graduation Requirements <input type="checkbox"/> A-G Requirements	
Notes	

Individual Academic Progress Assessment for ALL Students

11th Grade Tier 1 Lesson

(SEL, Post-Secondary, Academic)

- **Library Presentations**

- Provide opportunities for students in different classes to work together
- Team can walk around and check in on students during lesson

- **Engagement Strategies**

- Think Pair Share
- Word Cloud
- Mentimeter

- **Resource Identification**

- Work as a team to present, share personal experiences, and remind students of access

Before we start, let's do a 2 minute Visual Mindfulness Exercise



Lesson Objectives



Students will recognize and regulate feelings during times of academic and personal stress (mindfulness techniques)



Students will apply knowledge of personal goals and relevant post-secondary options to their own graduation/education plan

The path isn't always college.

- **Apprenticeships**
- **Trade/Vocational Schools**
- **Military**

Advantages:

- **Specific, hands-on instruction**
- **program length (varies from weeks to years)**
- **Cost**
- **Highly in-demand jobs**

Freshman v. Transfer Admissions



GPA of middle 25%-75% students

High School GPA	4.19 - 4.32
-----------------	--------------------



94% of admitted transfer students were from California community colleges.



GPA and test scores of middle 25%-75% students

High School GPA	4.10 - 4.29
-----------------	--------------------



94% of admitted transfer students were from California community colleges.



Quick
Check-in!

How are you
today?

Stay Organized!

Starting early and staying organized helps avoid mistakes, pitfalls, and other things that will cause you stress and anxiety.

Be aware of timelines and deadlines

- Make sure you understand early action, restrictive early, early decision
- Keep a [spreadsheet](#) as you research

Identify a future goal (or goals!) you would like to move toward right now

- You only need to identify/take ONE first step to get going

Know yourself

- What motivates you to stay on track?

Identify your resources - who's on your team?

- Family, friends, your school counselor, the College and Career Center, websites

Reflection



What are some strategies you have used in the past to stay organized when presented with a large, multi-step project?

Who or what has helped you **stay focused?**

Has anything you tried NOT worked well?

Emotions You Can Expect to Feel



Stress Management Strategies



SEL Monthly Topics

- **September**

- **Goal Setting #1 - Short-Term** (Casel - Self Management/Responsible-decision making)
 - Responsible decision making
 - Motivation
 - Organization & Time Management
 - Executive Functioning
- Suicide Prevention Month (wellness counselor support with individual lessons)

- **October**

- **Kindness Matters** (Casel - Relationship Skills/Self-Awareness/Social Awareness)
 - Conflict resolution
 - Communication skills
 - Respect/Collaboration
 - Empathy
- Anti-bullying day October 12th, 2022

- **November**

- **Gratitude** (Casel - Self-awareness)
 - Positive intention
 - Mindfulness

- **December/January**

- **Resiliency** (Casel - Self-awareness/Self-management)
 - Emotion regulation
 - Mindfulness
 - Positivity
 - Self-care/self-esteem
 - Self-advocacy

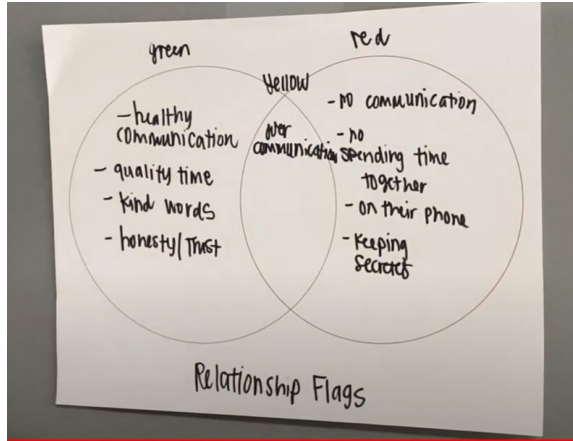
- **February**

- **Healthy Relationships** (Casel - All)
 - Friendship/dating/family
 - Self-esteem/positive affirmations
 - Boundaries
 - Recognizing your own/others' emotions
 - Communication skills
 - Self-advocacy

- **March**

- **Coping Skills** (Casel - Self-awareness/Self-management)
 - Emotion regulation
 - Mindfulness
 - Identifying triggers
 - journaling/coloring
 - Breathing exercises
 - Stress release

Healthy Relationships



Questions

