

Santiago High School
September 21, 2022



WELCOME

COUNSELING ADVISORY COUNCIL



**SANTIAGO
COUNSELORS**



Mariana Nunes
A - Caz



Johnny Campos
AVID A-L; EL



Christine Berg
Ce - Garc



Nathan Theune
Gard - Kel



Maritza Partida
AVID M -Z; Kem - Maz



Carlos Estrada
Mau - PI



Kristen Matsumoto
Po - Sm



Valencia Applegate
Sn - Z



Sandy Sullivan
Intervention Counselor



Meeting Agenda

- ❖ Welcome
- ❖ Counseling Advisory Council Purpose
- ❖ Counseling Department Vision & Mission Statement
- ❖ ASCA Model
- ❖ Role of a School Counselor
- ❖ School Data Summary
- ❖ ASCA Classroom and Group Mindsets & Behavior Action Plan
- ❖ Annual Student Outcome Goals Plan
- ❖ Closing the Gap Action Plan
- ❖ 1st and 2nd Semester at a Glance
- ❖ MTSS
- ❖ Wellness Center
- ❖ Levels of Counseling Support
- ❖ Breakout – Dive into Shark Infested Waters
- ❖ Closing

Next Meeting: Wednesday, April 19, 2023 – Santiago HS Shark Tank

Counseling Advisory Council Purpose:



To educate and work with our stakeholders to improve our overall school counseling program. To share what counselors do, how students are different because of what we do, and how we measure student achievement.

Counseling Department Vision & Mission Statement



Vision Statement:

The community of Santiago High School cultivates compassionate, innovative, and responsible students by providing opportunities for students to meet the challenges of the 21st century to become productive, contributing members of society.

Mission Statement:

This mission of Santiago High School's Counseling Department is to provide all students with a strong foundation in the academic, social-emotional, and career domains of development.

Counselors provide social-emotional supports that address the needs of students while encouraging them to become lifelong learners and productive members of society through a Multi-Tiered System of Support (MTSS) approach. Counselors use data to create college and career readiness programs that prepare students to compete in the global market. Counselors create opportunities for academic rigor whether students will be entering a university, community college, vocational school, military, or the workforce.



American School Counselor Association (ASCA) National Model: What Guides the Work of School Counselors?



ASCAMINDSETS & BEHAVIORS FOR STUDENT SUCCESS

K-12 College- and
Career-Readiness Standards
for Every Student

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness for Every Student describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. These standards are the next generation of the ASCA National Standards for Students, which were first published in 1997.

The 35 mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills students should be able to demonstrate as a result of a school counseling program. School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors can be aligned with initiatives at the district, state and national to reflect the district's local priorities.

To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

Research-Based Standards

The ASCA Mindsets & Behaviors are based on a review of research and college- and career-readiness documents created by a variety of organizations that have identified strategies making an impact on student achievement and academic performance. The ASCA Mindsets & Behaviors are organized based on the framework of noncognitive factors presented in the critical literature review "Teaching Adolescents to Become Learners" conducted by the University of Chicago Consortium on Chicago School Research (2012).

This literature review recognizes that content knowledge and academic skills are only part of the equation for student success. "School performance is a complex phenomenon, shaped by

a wide variety of factors intrinsic to students and the external environment" (University of Chicago, 2012, p. 2). The ASCA Mindsets & Behaviors are based on the evidence of the importance of these factors.

All 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five general categories of noncognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research. These categories synthesize the "vast array of research literature" (p. 8) on noncognitive factors including persistence, resilience, grit, goal setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.

b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to procrastinate; high persistence over longer periods (delayed gratification, self-discipline, self-control).

c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

Three Domains

- Academic Development
- Career Development
- Social Emotional Development



ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K-12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development. These standards and competencies can be used in a variety of ways including:

School counselors

- Self-assess their own mindsets and behaviors
- Formulate an appropriate professional development plan

School administrators

- Develop or inform meaningful school counselor performance appraisal

School counselor education programs

- Establish benchmarks for ensuring school counseling students graduate with the knowledge, skills and attitudes needed to develop a school counseling program.

Organization of the ASCA School Counselor Professional Standards & Competencies

The ASCA School Counselor Professional Standards & Competencies are organized by mindset standards and behavior standards and competencies. The standards are broader topics that describe the knowledge, attitude and skills school counselors need to implement a school counseling program. The competencies are more specific and measurable indicators of the behavior standards.

Mindsets: The mindset standards include beliefs school counselors hold about student achievement and success. Although it may be possible to measure these beliefs, the mindsets are more readily recognized through the behaviors a school counselor demonstrates as a result of the implementation of a school counseling program. Therefore, the mindset standards do not have correlating competencies.

Behaviors: The behavior standards include essential behaviors school counselors demonstrate through the implementation of a school counseling program including:

1. Professional foundation – the essential skills that are the basis of a school counselor's professional orientation
2. Direct and indirect student services – interactions that are provided directly to students or indirectly for students in collaboration with families, teachers, administrators, other school staff and education stakeholders
3. Planning and assessment – activities necessary for the design, implementation and assessment of the school counseling program

Each behavior standard has specific competencies that are measurable indicators of the behavior standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program.

The mindsets and behaviors standards are found in the following chart, and the behavior competencies are listed afterward.

<https://schoolcounselor.org/>



SANTIAGO COUNSELORS



How Can We Help?

ACADEMIC

- Academic Advisement
in classrooms-**SPRING 23**
- Grad Requirements
- **UC/CSU A-G**
College Eligibility
- Library Tutoring
COMING SOON
- Organizational Skills
- Time Management
- Dual Enrollment
Available 2nd Semester

SOCIAL-EMOTIONAL

- Wellness Lessons
Office Hours
- Small Group Meetings
 - Grief & Loss
 - Conflict Mediations
 - Social Skills
 - Stress Management
- Referrals:
Wellness Together & Care Solace
- Crisis Counseling

COLLEGE & CAREER

DURING OFFICE HOURS

- College Presentations
 - Community College
 - CSU/UC Colleges
 - Private Colleges
 - Out of State Colleges
- Military Presentations
- Career Presentations

College & Career Kick-Off Month

- College & Career Readiness Lesson
- PSAT - October 12th
 - (Extra Cost) SHARK SHOP

Tips for Students

Pass your classes! D/F = Summer School & Credit Recovery
SEEK HELP = Teachers/Tutoring/Office Hours/Homework Club
CHECK OUT www.santiagocounseling.com

**District-Wide
College & Career Fair
October 12th in the evening**

2021-2022 Counseling Goals and Results



Goal: By June 2022, the number of 10th grade students completing CCGI lesson will increase by 48.88%, from 45% completers to 67% completers.

Results: As of June 2022, 80.1% of 10th grade students completed a CCGI lesson.

*Californiacolleges.edu

Goal: By June 2022, the EL graduation rate will increase by 2%, from a 91.5% to 93.5%.

Results: As of June 2022, the EL graduation rate stands at 92.8%, increasing by 1.3%. Goal was missed by 0.75%.

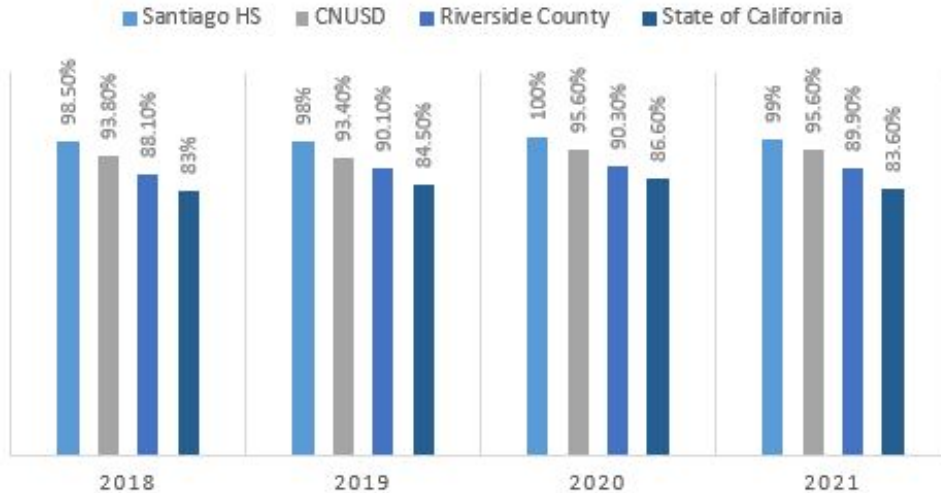
Goal: By August 2022, the number of 12th grade students (Class of 2023) on track for A-G completion will increase by 2%, from 76.87% on track to 78.4% on track.

Results: As of August 2022, the percentage of 12th grade students (Class of 2023) on track for A - G completion decreased by 1.5%, from 76.84% to 75.69%.

School Outcome Data Summary



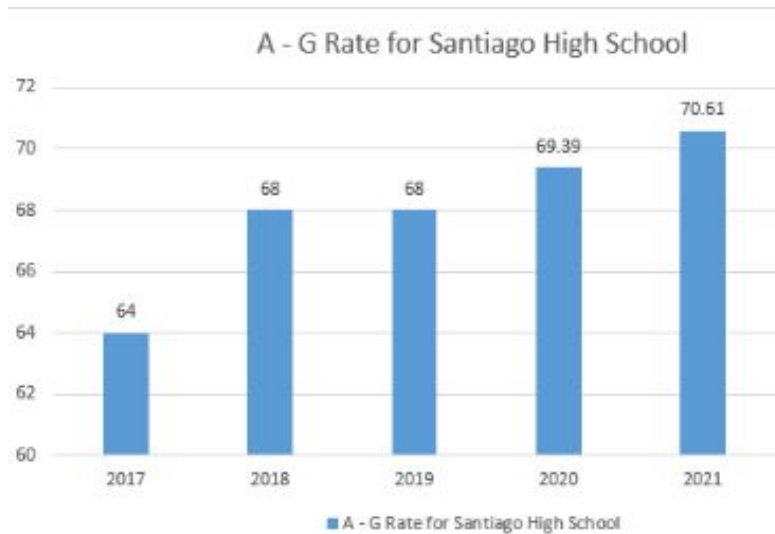
GRADUATION RATE



Graduation Rates for Santiago High School 2018-2021 was 98.5%, 98%, 99.8%, and 99% .

<https://www.cde.ca.gov/ds/ad/dataquest.asp>

School Outcome Data Summary



The A through G Completion Rate for Santiago High 2020-2021 school year was 70.61% .

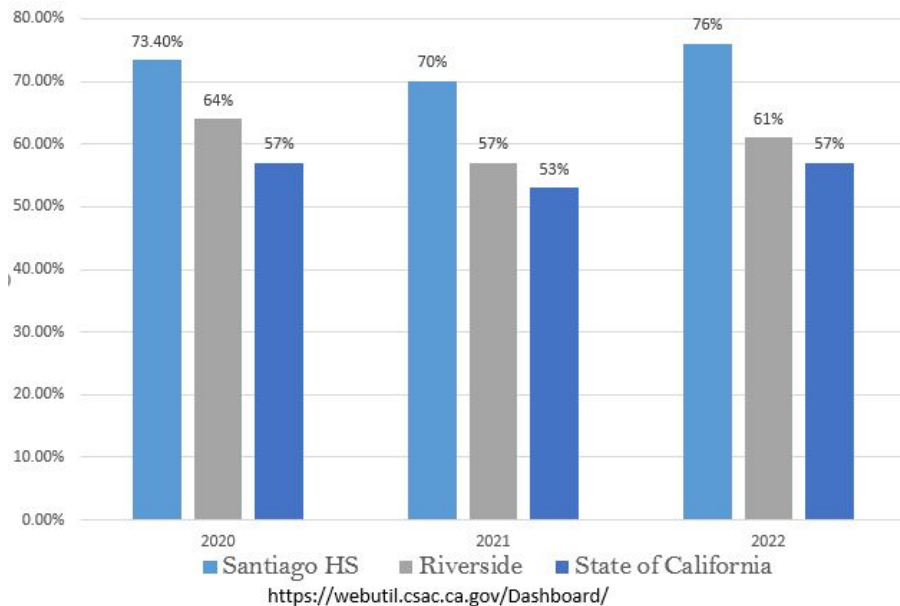
2021-2022 school year:
Results available in October 2022.

*California Department of Education - CDE (including Sped. Ed students)

School Outcome Data Summary



FAFSA Submission



6th in the State - for schools with enrollment of 800 or more students.

Our FAFSA & CA DREAM Act app completion for 2022 is 76%.



Classroom and Group Mindsets & Behaviors Action Plan

Mindsets & Behaviors – Primary Focus	Activity
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	9 th Grade College & Career Readiness Guidance Lesson
B-SS-2: Create positive and supportive relationships with other students.	10 th Grade College & Career Readiness Guidance Lesson
B-SS 9 - Social maturity and behaviors appropriate to the situation and environment.	9 th - 12 th College & Career Readiness Guidance Lessons
B-LS 7 - Long- and short-term academic career and social/emotional goals.	9 th - 12 th College & Career Readiness Guidance Lessons
M-2: Self-confidence in ability to succeed	10 th Grade College & Career Readiness Guidance Lesson
M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success.	9 th - 12 th College & Career Readiness Guidance Lessons

Annual Student Outcome and Closing the Gap Goals Plan for 2022-2023



Closing the Gap Goal:

By June 2023, the EL graduation rate will increase by .75%, from a 92.8% to 93.5%.

Goal: By August 2023, the number of 11th grade students (Class of 2024) on track for A-G completion will increase by 2%, from 80.52% to 82.25%.

Goal: By June 2023, the number of 9th grade students completing CCGI activity will increase 14.5%, from 83% to 95%.

2022-23 Semesters 1 & 2 At-A-Glance



Semester 1:

Tier 1 Activities

- ❖ College & Career Kickoff
- ❖ 9-12 Grade College & Career Readiness Guidance Lessons
- ❖ Office Hours/Workshops

Tier 2 Interventions

- ❖ Wellness Together
- ❖ Rescue a Generation
- ❖ AVID College Application Support
- ❖ EL Social and Academic Support
- ❖ Small Groups

Semester 2:

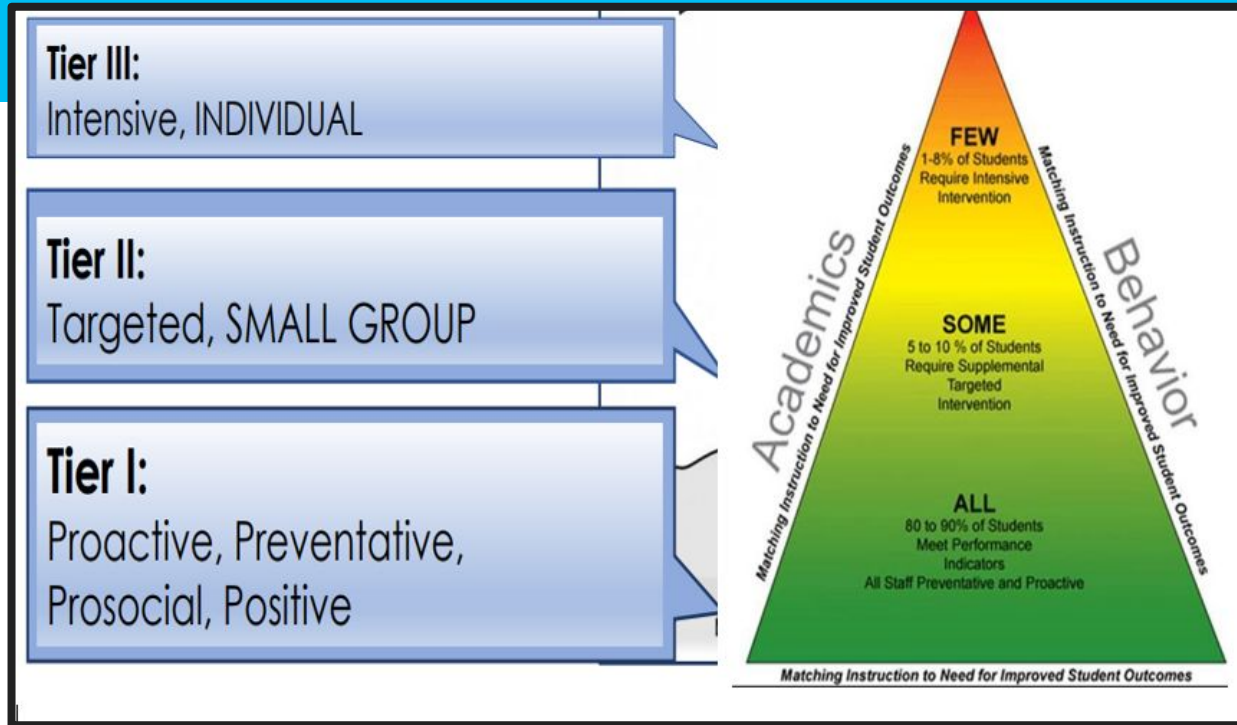
Tier 1 Activities

- ❖ Office Hours Workshops
- ❖ Financial Aid Workshops: Race to Submit
- ❖ Grade Level Course Selection Presentations
- ❖ Individual Student Learning Plans
- ❖ Community College Field Trips (including EL Community College visit)

Tier 2 Interventions

- ❖ Wellness Together
- ❖ Rescue a Generation
- ❖ AVID College Application Support
- ❖ EL Social and Academic Support
- ❖ Small Groups

Multi-Tiered System of Support (MTSS)



Wellness Center



Wellness Center is located in F202



Students come to the Wellness Center for the following reasons:

- To enjoy a quiet space
- To calm down and relieve stress
- To come and talk to someone
- To focus on academics and get some support on how to organize academics
- Office Hours- Wellness Lessons (Breathing techniques, Mindfulness, and stress management activities, get to know you activities)
- A safe place to come and to meet new people
- Lunch time (a safe place to come and talk to others and to meet others)
- Restorative practices (for students who have been suspended or need a time out from class)

Student/Family Request For Assistance

Students can schedule an appointment for these reasons:

- Academic concerns including grades
- Academic resources
- College or career support
- Career exploration

Students can stop by before/after school or during lunch:

- Relationship concerns
- Conflict mediation
- Stress/Anxiety
- Discuss non-urgent issues at home
- Other non-urgent mental health & coping skills

WHAT LEVEL OF SUPPORT DO YOU NEED FROM YOUR COUNSELOR?



SCHEDULE AN APPOINTMENT FOR THESE REASONS:

- Academic concerns including grades
- Academic resources
- College or career support
- Career exploration



Submit a counseling referral
bit.ly/3K34ba9



STOP BY BEFORE/AFTER SCHOOL OR DURING LUNCH FOR THESE REASONS:

- Relationship concerns
- Conflict mediation
- Stress/Anxiety
- Discuss non-urgent issues at home
- Other non-urgent mental health & coping skills



Submit a counseling referral
bit.ly/3K34ba9



NOTIFY A STAFF MEMBER AND/OR SEE YOUR COUNSELOR IMMEDIATELY FOR THESE REASONS:

- You or someone you know is in danger
- Suicidal thoughts
- Threats to hurt another person
- Law enforcement involvement
- Emotionally distraught with inability to de-escalate

Counselors will see students without an appointment before/after school or during lunch when available.



SANTIAGO COUNSELORS



bit.ly/3K34ba9



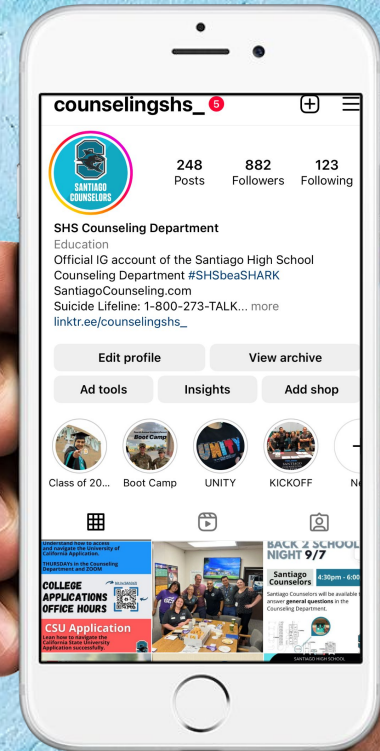
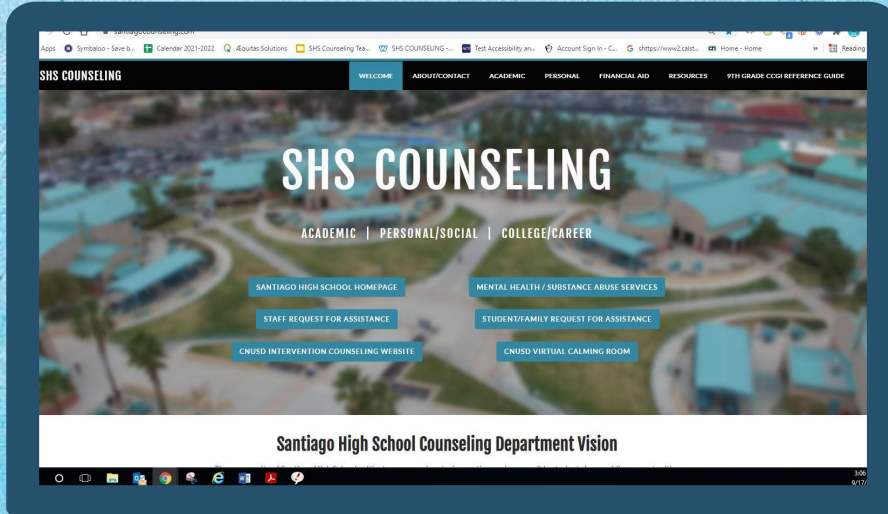
Dive Into Shark Infested Waters



Discussion and feedback on what you see, what you notice and what we can improve on. (Please see handouts for discussion)

SantiagoCounseling.com

@CounselingSHS_



Please connect with us online!



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Thank you!

Next Meeting: April 19, 2023



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