Downey High School
Comprehensive School Counseling Program

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Part 1: Date Based Decision Making

School Name: Downey High School   **School Year:** 2019 - 2021

Understand your school's data story by reviewing the school improvement plan, school data reports, and other data resources

1. **Identify who in the building can help you obtain the data. Who is your data expert; who can help you interpret the data?**
   - Principal/ school administrator
   - Records clerk
   - School Counselor
   - School Psychologist
   - School Resource Officer

2. **Review your school improvement plan (SIP) and identify your school's goals. List SIP goals relevant to the school counseling program (achievement, attendance, discipline).**
   - Students will graduate college and career ready
   - Students will work together to improve the quality of life in our school and community
   - Students will become critical thinkers and lifelong learners
   - Students will learn how to maintain strong emotional, physical, and mental health
   - Encourage Students to become a citizen of strong moral character
   - Instill that everyone is welcome and equal
   - Encourage students to do what is right, not what is popular
   - Encourage students to find yourself in others

3. **Review available school data reports (achievement, attendance, and discipline) for previous years to identify trends.**

   - **Achievement (looking at graduation rates): 2018-2019**
     - **All students:** 1,021 out of 1,046 students in graduating cohort. 25 students did not graduate (all student population)
       - This showed a 1.1% increase from the previous year. (926/959 graduated).
     - **SES disadvantaged students:** 797 out of 820 in this population graduated with their cohort. 23 students did not graduate (710/735 graduated).
       - This showed a maintained status from the previous year.
     - **Hispanic students:** 897 out of 920 in this population graduated. 23 did not graduate.
       - This showed a maintained status from previous year. (805/831 graduated)
     - **White students:** 42 out of 44 students graduated. 2 students did not graduate.
       - This showed a 2.6% decline from previous year. (50/51 graduated)
     - **English Learners:** 82 out of 93 students graduated. 11 students did not graduate.
       - This showed a 1.6% decline from the previous year. 88/98 graduated)
     - **African American students:** 36 out of 36 students graduated.
       - This showed a 5.6% increase from the previous year.
     - **Homeless students:** 33 out of 33 students graduated (34/36 graduated).
       - This showed a maintained status from the previous year (37/37 graduated)
     - **Asian students:** 27 out of 27 graduated.
       - This showed a 11.5% increase from the previous year (23/26 graduated)
     - **Students with disabilities:** 105 out of 118 students graduated.
       - This showed a 6.5% increase from previous year (80/98 graduated).

- **Discipline (looking at suspension rates): 2018-2019**
    - **All students:** 157 out of 4,297 students suspended.
        - This shows a .6% decline from previous year (180/4,242).
    - **SES disadvantaged students:** 122 out of 2937 students suspended.
        - This shows a .8% decline from previous year (143/2884)
    - **Hispanic students:** 136 out of 3,864 students suspended.
        - This shows a .06% decline from previous year (156/3,697).
    - **White students:** 6 out of 213 students suspended.
        - This shows a 1.1% decline from the previous year. (9/229)
    - **English Learners:** 27 out of 372 students suspended.
        - This shows a 1.4% increase from previous year (20/344).
    - **African American students:** 13 out of 144 students suspended.
        - This shows a 1.2% decline from previous year (15/147).
    - **Homeless students:** 4 out of 50 students were suspended.
        - 1.5% decline from previous year (6/63).
    - **Asian students:** 0 out of 89 students suspended.
        - This shows a maintained status from previous year (0/93).
    - **Students with disabilities:** 37 out of 516 students suspended.
        - This shows a 1.3% decline from previous year (40/473).

- **College & Career Preparation Level (looking at enrollment rates): 2018-2019**
    - **All students:** 1,044 enrolled compared to 959 enrolled previous year.
        - 49.1% prepared in 2017-2018 vs. 47.8% in 2018-2019
        - 1.3% decline (maintained)
    - **SES disadvantaged students:** 818 enrolled compared to 831 previous years
        - 45.2% prepared in 2017-2018 vs. 45.4% in 2018-2019
        - .2% increase (maintained)
    - **Hispanic students:** 918 enrolled this year compared to 831 enrolled last year.
        - 47.4% prepared in 2017-2018 vs. 47.8% in 2018-2019
        - .4% increase (maintained)
    - **White students:** 44 students enrolled compared to 51 enrolled previous year.
        - 62.7% prepared in 2017-2018 vs. 43.2% in 2018-2019
        - 19.6% decline
    - **English Learners:** 93 enrolled this year compared to 98 previous years.
        - 10.2% prepared in 2017-2018 vs. 16.1% in 2018-2019
        - 5.9% increase
    - **African American students:** 36 enrolled this year compared to 36 enrolled last year.
        - 33.3% prepared in 2017- 2018 vs. 33% enrolled in 2018-2019.
        - 0% difference (maintained)
    - **Homeless students:** 33 enrolled this year compared to 37 enrolled last year.
        - 29% prepared in 2017-2018 vs. 33.3% in 2018-2019
        - 3.6% increase
    - **Asian students:** 27 enrolled this year compared to 26 enrolled previous year.
        - 88.5% prepared in 2017-2018 vs. 70.4% in 2018-2019
        - 18.1% decrease (significantly declined)
    - **Students with disabilities:** 116 enrolled this year compared to 97 enrolled last year.
        - 4.1% prepared in 2017-2018 vs. 7.8% in 2018-2019
        - 3.6% increase

4. Review data from other resources (e.g., student behavior surveys, climate surveys, school engagement surveys, etc.) from the previous 2–3 years, and identify areas of strength and concern.
Healthy Kids Survey (If available)
  N/A

5. How does your school's data compare with data from other schools?
- Downey High (2019)
  - Suspension rates:
    - Medium (greater than 1.5% to 6.0%)
      - All students, SES disadvantaged – declined
      - Hispanic & White – declined
    - High (greater than 6.0% to 10.0%)
      - English learners – increased (0.3% to 2.0%)
      - Homeless – declined
      - Students with disabilities – declined (0.3% to less than 2.0%)
      - African American – declined
    - Very high (greater than 10.0%)
      - None
  - Graduation rates:
    - Medium (80.0% to less than 90.5%)
      - Students with disabilities – increased
    - High (90.5% to less than 95.0%)
      - None
    - Very high (95.0% or greater)
      - Homeless, SES disadvantaged, Hispanic – maintained
      - All students, African American – increased
- Warren (Earl) High (2019)
  - Suspension rates:
    - Medium (greater than 1.5% to 6.0%)
      - All students (school placement) – increased by 0.3% to 2.0%
      - Asian, Hispanic, and white – increased
    - High (greater than 6.0% to 10.0%)
      - English learners, SES disadvantaged – increased
    - Very high (greater than 10%)
      - Homeless, students with disabilities, African American – increased
  - Graduation rates:
    - Medium (80.0% to less than 90.5%)
      - Students with disabilities – maintained
    - High (90.5% to less than 95.0%)
      - English learners – increased by 1.0% to 4.9%
    - Very high (95.0% or greater)
      - SES disadvantaged – maintained
      - Hispanic – maintained
      - All students & White students – increased
- Columbus (Christopher) High (2019)
  - Suspension rates:
    - Medium (greater than 1.5% to 6.0%)
      - English learners, student with disabilities – declined by 0.3% to 2.0%
      - All students & SES disadvantaged – declined significantly by 2.0% or greater
    - High (greater than 6.0% to 10%)

- ▪ Hispanic – declined significantly
- ▪ Very high (greater than 10%)
  - ▪ None
  - o Graduation rates:
    - ▪ Medium (80.0% to less than 90.5%)
      - ▪ None
    - ▪ High (90.5% to less than 95.0%)
      - ▪ All students, SES disadvantaged – increased by 1.0% to 4.9%
      - ▪ Hispanic – increased
    - ▪ Very high (95.0% or greater)
      - ▪ none

6. Identify and prioritize data points you will address through your school counseling program.
Tip - use student numbers, not percentages – if available, collect data on **(achievement, attendance, and discipline)**

Specific Data Priorities
Examples: · *26 students leaving first grade reading below expectations* · *38 first-time ninth graders failing Algebra 1* · *Seventh-grade students with four or more absences in the first four weeks of school* · *12 11ᵗʰ grades students suspended three or more days from school for noncompliance first quarter*
1. 15 African American students were suspended at least once 2. 145 socioeconomically disadvantaged students were suspended at least once 3. 41 students with disabilities were suspended at least once
1. 105 English Language Learners averaged 151.6 points below the average math performance level 2. 103 students with disabilities averaged 206.3 points below the average math performance level 3. 1,000 students averaged 59.2 points below the average math performance level
1. Out of 500 students with disabilities, 457 have had at least absence and 36.3% of absences for this population are unexcused. 2. Out of 361 English Language Learner students, 326 have had at least one absence and 37.4% of absences for this population are unexcused. 3. Out of 2,899 socioeconomically disadvantaged students, 2,596 have had at least one absence and 30.2% of absences for this population are unexcused.

(School accountability report card (SARC)→ absences)

Our 3 main data points:
1. **College & Career preparation level:**
   1. **English Learners:** 93 enrolled this year compared to 98 previous years.
      1. 10.2% prepared in 2017-2018 vs. 16.1% in 2018-2019
      2. 5.9% increase
2. **Math Performance level**
   1. 105 English Language Learners averaged 151.6 points below the average math performance level
3. **Graduation Rates**
   1. English Language Learners → 84.3% (70/83)

Part 2: Needs Assessment Instruments

Needs Assessment Survey - Downey High School

Your school counselors want to ensure we develop and provide programs that meet your needs and determine/know how well you believe we are meeting those needs. Please be honest in your responses. Only you will know the answers you provide as we include no student identifying information on this survey. This survey will help us learn how many students need programs and activities on certain topics. Thank you for helping us better meet your needs.

PLEASE READ EACH STATEMENT AND MARK THE MOST APPROPRIATE ANSWER CHOICE FOR YOU.

* Required

1. What grade are you in? *

   Mark only one oval.

   ⬭ 9th Grade

   ⬭ 10th Grade

   ⬭ 11th grade

   ⬭ 12th grade

   Read from the following prompts below and select the answer that fits how you feel.

2. **Personal Concerns** *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I know how to access mental health resources.	⬭	⬭	⬭	⬭	⬭
I feel safe at school.	⬭	⬭	⬭	⬭	⬭
I feel connected at school.	⬭	⬭	⬭	⬭	⬭
I have effective coping skills.	⬭	⬭	⬭	⬭	⬭
I feel comfortable asking teachers for help.	⬭	⬭	⬭	⬭	⬭

3. Academic Concerns *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I am confident in my time management skills.	◯	◯	◯	◯	◯
I know how to get tutoring at school.	◯	◯	◯	◯	◯
I believe coming to school is important.	◯	◯	◯	◯	◯
I am engaged and participate in class.	◯	◯	◯	◯	◯
I know how to take effective notes.	◯	◯	◯	◯	◯

4. College/Career Concerns *

Mark only one oval per row.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
I understand the college application process.	◯	◯	◯	◯	◯
I know how to build a resume.	◯	◯	◯	◯	◯
I have begun thinking about my future after high school.	◯	◯	◯	◯	◯
I understand the graduation requirements.	◯	◯	◯	◯	◯
I have resources for college and career readiness.	◯	◯	◯	◯	◯

5. Do you have any other concerns? If not, type N/A *

6. What topic(s) from above are most important to you? Please list.
   Ex. coping skills, resume building etc..

_____

_____

_____

_____

_____

Part 3: Mission Statement and Objectives

Our Mission

The mission of Downey High School Counseling Program is to provide a positive, supportive, and inclusive learning environment for all students. We strive to remove barriers and lower opportunity gaps to promote students' social-emotional, academic, and career development regardless of race, ethnicity, sexual orientation, or socioeconomic status. Using a multi-tiered system of support, counselors will collaborate with various stakeholders to ensure all students are equipped with skills to become resilient self-advocates in a diverse and ever-changing society. Through the school counseling program, all students will be challenged to explore their passions, interests, and talents leading to increased engagement and continued growth. Counselors are committed to nurturing students' inherent strengths and abilities while advocating for equitable resources based on specific needs.

Our Vision

All students from Downey High School have graduated and are able to navigate life challenges while engaging in meaningful, fulfilling, and lifelong learning experiences. They actively utilize skills to achieve post-secondary goals, demonstrate social-emotional intelligence, and contribute as productive members of their community.

Annual Student Outcome Goal Plan (#1)

School Downey High School   School Year 2022

Identify and describe outcome data (achievement, attendance or discipline) that serves as basis for goal: From school data summary

105 English Language Learners averaged 151.6 points below the average math performance level

closing the gap

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By May 2023 , The number of English Language Learner students who did not meet the average level of math competency

End Date   *Describe Targeted Students*
(Criteria for inclusion in interventions with multiple descriptors)

Will decrease   to meet the average math performance level

Decrease/Increase

Describe specific outcome to be changed

by 20%   from 105   to 84

Percent change   *Baseline data (Numbers only)*   *Target data (Numbers only)*

Supplemental Data: (Complete if data is available - Healthy Kids Survey Etc.)
Analyze data related to the goal from supplemental data surveys such as school climate surveys. Talk with stakeholders (parents, teachers, students, administrators, etc.), to gain insight about possible factors contributing to identified problems or issues. Summarize insights/comments from the groups below.

Systemic Focus
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.
List 1–2 strategies that could influence systemic change related to this goal.
Access to appropriate learning materials, access to extra tutoring support

ASCA Student Standards Targeted Student Learning Objectives

Identify 1 Mindset and 1 Behavior standard from the ASCA Student Standards most relevant for this targeted group and goal:	For the selected mindsets or behavior standards, write or select 1–2 learning objectives students will learn.
M&B#	*Mindsets & Behaviors Standards*	*Learning Objective(s)*
	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	Student(s) will: have communication skills to discuss goals with teachers

		Student(s) will: know what tutoring services are provided
	B-LS 3. Time-management, organizational and study skills	Student(s) will: know how to access math materials.
		Student(s) will: know how to take effective notes.

Pre-/Post-Assessment:
Convert the student learning objectives to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Rarely	*Sometimes*	*Most of the time*	*Almost all the time*

Statement	Scale
I know how to access tutoring services.	1 2 3 4
I know how to access necessary materials such as a calculator and textbook.	1 2 3 4
I feel comfortable asking my teacher for help.	1 2 3 4
I can take effective notes.	1 2 3 4
Brief answer question (optional):	

Activities/Strategies/Interventions by School Counselors

Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
1. Small Groups 2. 1-to-1 roleplaying on asking for help	1. Tutoring 2. provide links to online math support (khan academy)

Annual Student Outcome Goal Plan (#2)

School Downey High School   School Year ___

Identify and describe outcome data (achievement, attendance or discipline) that serves as basis for goal: From school data summary

70 out of 83 English Language Learners graduated (84.3%)

classroom lesson

Create a goal statement that focuses on a specific subset of students for whom intentional strategies/interventions will be delivered and assessed.

By May 2023 , the number of English language learner students who met the eligibility for graduation
  End Date   *Describe Targeted Students*
              (Criteria for inclusion in interventions with multiple descriptors)

Will increase   their ability to meet graduation requirements
  Decrease/Increase   *Describe specific outcome to be changed*

by 20%   from 70   to 84
  Percent change   *Baseline data (Numbers only)*   *Target data (Numbers only)*

Supplemental Data:

Systemic Focus
Identify school or system policies, procedures or practices that create or maintain inequities relevant to this goal.
List 1–2 strategies that could influence systemic change related to this goal.
not providing info on graduation requirements, the mentality that graduating high school is not enough, the need for higher education is pushed (discourages those who go straight into workforce or trade school)

ASCA Student Standards Targeted	Student Learning Objectives

Identify 1 Mindset and 1 Behavior standard from the ASCA Student Standards most relevant for this targeted group and goal:		For the selected mindsets or behavior standards, write or select 1–2 learning objectives students will learn.
M&B#	*Mindsets & Behaviors Standards*	*Learning Objective(s)*
	M 4. Self-confidence in ability to succeed	Student(s) will: create a 4 year plan
		Student(s) will: identify areas of personal strength
	B-SMS 5. Perseverance to achieve long and short-term goals	Student(s) will: understand the benefits of having a high school diploma
		Student(s) will: understand the necessary requirements for graduation

Pre-/Post-Assessment:
Convert the student learning objectives to a Likert-scale measure and/or brief answer assessment.

1	2	3	4
Not at all	*Somewhat*	*Mostly*	*I know and understand*

Statement	**Scale**
I know what classes I have to take to graduate.	1 2 3 4
I know what GPA I need to graduate.	1 2 3 4
I know how to create a four year plan.	1 2 3 4
I am confident in my ability to graduate	1 2 3 4
Brief answer question (optional):	

Activities/Strategies/Interventions by School Counselors

Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
1. Classroom Lesson 2. 1-on-1 meetings	1. links to career aptitude test 2. online access to A-G requirements

Part 4: Classroom and Group Mindsets & Behaviors Action Plan

School Name	Date Created	Most Recent Revision Date
Downey High School	11/2/22	11/9/22

Based on your school's data: List potential classroom lessons by grade level and <u>primary corresponding mindset or behavior</u>

- Student Success and Skills Workshop (9th grade) → M4.
- Graduation requirements vs A-G requirements (10th grade) →M5.
- College & Career Exploration (11th grade) → M6.
- FAFSA (12th grade) → B-SMS 6.

Based on school data: List small groups that the counseling team can run to address student need (closing the gap, etc.) <u>including primary corresponding mindset or behavior</u>

- Communication Strategies → B-SS 1, B-SS 8
- Study skills → B-LS 3.
- Growth Mindset → M5, B-SS 8

Based on school data: List school-wide activities the counseling team can provide (Mental Health Awareness week, Career week et.) <u>include primary corresponding mindset or behavior</u>

- Why Try Group (10th & 11th grade) → B-SMS 5.
- College & Career Week (all students) → M6.

Mindset Standards				
Mindset	**Activity/Focus or Purpose**	**Participants (grade level etc.)**	**Class/LG**	**SG**
M 1. Belief in the development of the whole self, including a healthy balance of mental, social/ emotional, and physical well-being				
M 2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment				
M 3. Positive attitude toward work and learning	How to stay motivated?	All students	LG	
M 4. Self-confidence in ability to succeed	Student Success Skills Workshop	9th and 10th graders*	Class	
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	Growth mindset (What is it? What are the pros of it?)	EL students		SG

M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success	College & Career Week	All students	LG	

Behavior Standards				
Learning Strategies	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
B-LS 1. Critical-thinking skills to make informed decisions				
B-LS 2. Creative approach to learning, tasks, and problem-solving				
B-LS 3. Time management, organizational and study skills	Study Skills workshop	9th grade; EL students		SG
B-LS 4. Self-motivation and self-direction to learning				
B-LS 5. Media and technology skills to enhance learning				
B-LS 6. High-quality standards for tasks and activities				
B-LS 7. Long- and short-term academic, career, and social/emotional goals	College & Career Exploration Postgraduate pathways Application & Enrollment process	11th grade	Class	
B-LS 8. Engagement in challenging coursework				
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias				
B-LS 10. Participation in enrichment and extracurricular activities				
Self-Management Skills	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
B-SMS 1. Responsibility for self and actions				
B-SMS 2. Self-discipline and self-control				
B-SMS 3. Independent work				
B-SMS 4. Delayed gratification for long-term rewards				
B-SMS 5. Perseverance to achieve long- and short-term goals	Why Try Lesson [1]	10th & 11th grade	LG	

B-SMS 6. Ability to identify and overcome barriers	FAFSA informational session	12th grade	Class	
B-SMS 7. Effective coping skills				
B-SMS 8. Balance of school, home, and community activities				
B-SMS 9. Personal safety skills				
B-SMS 10. Ability to manage transitions and adapt to change				
Social Skills	**Activity/Focus or Purpose**	**Participants**	**Class/LG**	**SG**
B-SS 1. Effective oral and written communication skills and listening skills				
B-SS 2. Positive, respectful, and supportive relationships with other students who are similar to and different from them	Cultural Competency Presentation	All students	Class	
B-SS 3. Positive relationships with adults that support success	Positive Relationships with Adults Workshop (What do positive relationships with an adult look like? How do you maintain it? Boundaries?)	All students	LG	
B-SS 4. Empathy				
B-SS 5. Ethical decision-making and social responsibility				
B-SS 6. Effective collaboration and cooperation skills				
B-SS 7. Leadership and teamwork skills to work effectively in diverse groups				
B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	Growth Mindset Information Session (What is it? How can it benefit you?)	All students	class	
B-SS 9. Social maturity and behaviors appropriate to the situation and environment				
B-SS 10. Cultural awareness, sensitivity, and responsiveness				

KEY
Closing the Gap   **Classroom Lesson**

Part 5: Closing the Gap Action Plan/ Results Report

School Name	Downey High School
Annual Student Outcome Goal	By May 2023, the number of English Language Learner students who did not meet the average level of math competency will decrease to meet the average math performance level by 20% from 105 to 84.

ASCA Student Standards (1 mindset 1 behavior)

1. *M 5.* Belief in using abilities to their fullest to achieve high-quality results and outcomes
2. *B-LS 3.* Time-management, organizational and study skills

Mindsets & Behaviors Pre-/Post-Assessment Statements

1. I know how to access tutoring services.
2. I know how to access necessary materials such as calculators and textbooks.
3. I feel comfortable asking my teacher for help.
4. I can take effective notes.

Interventions That Support Achieving the Annual Student Outcome Goal

Describe Direct Student Services (minimum of two)	Describe Indirect Student Services (minimum of two)
1. Small Groups 2. 1-to-1 roleplaying on asking for help	1. Tutoring 2. Provide links to online math support (khan academy)

Systemic Focus

Identify school or system policies, procedures, or practices that create or maintain inequities relevant to this goal.

Think - is this an issue occurring nationally, statewide, or only at your school?

- Access to appropriate learning materials – both due to financial limitations (i.e. home calculator) and school supply limitations (textbook and worksheets provided in multiple languages).
- Access to extra tutoring support –(not all schools may offer tutoring due to funding, students and families may not afford extra tutoring services outside of school) → extra help hours may not be made aware to students and families (so schools have it but not well publicized).

List 1–2 strategies that could influence systemic change related to this goal.

What needs to change to help address this opportunity gap at your school?

- Advocate for funding.
- Cultural competency, professional development for teachers and all district staff.

Part 6: Classroom Lesson Plan

School Counselors:	Danielle Symes, Jaydon Landeros, Kaitlyn LaBrosse, Aubrey Skripko
Lesson Plan Title:	Understanding the difference between Graduation Requirements &. A-G Requirements
	• Single Classroom Lesson • Unit of Classroom Lessons: Lesson ___1__ of ___1__ • Small-Group Session Lessons: Lesson _____ of _____
Target Audience:	all 10th grade students

Evidence Base:
• Best Practice *(commonly used and believed to be of high quality)* • Action Research *(individual investigates own practice to improve content/delivery)* Research-Informed *(a review of research provides a foundation for content/delivery)* Evidence-Based *(highest level of evidence, results published in peer-reviewed journal)*

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: *(Best practice = select one)*		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	*Mindsets & Behaviors Statement*	*Student Learning Objectives*
	M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success	Student(s) will: -understand what classes they need to graduate -understand the type of credits are needed to apply to the college of their choice

Materials:
Slides presentation Internet Projector access Blank pieces of paper for each student Pen/Paper Each student will be given a handout of CSU/UC requirements and a copy of a sample timeline

Describe how you will:	
Introduce Lesson Topic/Focus:	Introduce yourself/ Check-in activity Introduce the topic of A-G requirements vs Graduation requirements Conduct Pre-Test Survey
Communicate the Lesson Objective:	Today we will focus on: -what classes they need to graduate -Identify the types of credits are needed to apply to the college of their choice based on type (UC, CSU, Private)

	-Explain the importance of knowing what their goal is for graduation and post-graduation -Create a roadmap that plans a student's classes to ensure they meet graduation requirements and A-G requirements (optional)
Teach Content:	1. What are graduation requirements 2. What are A-G requirements 3. What is the difference? 4. Why is the difference important? 5. Requirements Activity
Practice Content:	Students will create a timeline of their high school journey, including classes they have already taken and classes they plan to take in the future. They will start by drawing a line down the middle of their paper. This line will represent the timeline of high school. The paper should be split into 4 sections to represent each year. The students should then (using the A-G handout provided) add the A-G courses they have already taken or plan to take under each year's corresponding section. They can also include goals they have for each year.
Summarize/Close:	Closing remarks will go over how to connect with your school counselor to ensure you are taking the necessary classes to graduate and/or are meeting A-G requirements Conduct Post-Test Survey

Data Collection Plan – *For multiple lessons in a unit, complete this section only once for the unit.*

Participation Data Plan:	
Anticipated number of students:	All 10th grade
Planned length of lesson(s):	60 minutes

ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.
Pre-/Post-Assessment items are
1. I understand the requirements to graduate.
2. I understand A-G requirements
3. I understand the difference between graduation requirements and A_G requirements
4. I understand how to contact my counselor for any questions or concerns.

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:
Achievement: School counselor will compare reading levels of students before and after delivery of lesson.
Attendance: School counselor will compare number of absences last year to this year.
Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter
- Achievement (describe):
  - School counselor will compare the number of students prepared to graduate before and after the delivery of lesson
  - School counselor will compare the number of students meeting A-G requirements before and after delivery of lesson

- Attendance (describe):

- Discipline (describe):

Follow-Up Plans

For students who did not meet the mastery on the pre/post test assessment, individual check-ins will be conducted to go over the material.

For students who missed the lesson, the slides will be published on the school counseling webpage to ensure accessibility. School counselor's contact information will also be shared in case students shave any questions or material that they would like to go over.

Pre-Test/Post-test

Please respond to the following statements and questions to the best of your ability. Your identity and responses will remain anonymous to maintain your privacy. Thank you!

1. I feel I have learned at least one new strategy for test taking that I will use.

   Mark only one oval.

   ( ) Strongly agree

   ( ) Agree

   ( ) Neither agree nor disagree

   ( ) Disagree

   ( ) Strongly disagree

2. I feel I have learned the communication skills needed to ask teachers or educators for additional help.

   Mark only one oval.

   ( ) Strongly agree

   ( ) Agree

   ( ) Neither agree nor disagree

   ( ) Disagree

   ( ) Strongly disagree

3. I know how to use relaxation techniques to help calm my test-taking anxiety.

   Mark only one oval.

   ( ) Yes

   ( ) No

4. I know some ways to study effectively.

Mark only one oval.

    ◯ Yes

    ◯ No

5. What are some ways you can manage your time? (check all that apply)

Check all that apply.

☐ A. Making mental notes without writing anything down
☐ B. Writing out your class schedule in a calendar/planner
☐ C. Writing down tasks on a to-do list
☐ D. Setting reminders for all important tasks and deadlines
☐ E. Prioritize all assignments at the same time