



BURBANK UNIFIED SCHOOL DISTRICT

SECONDARY COUNSELING MASTER PLAN

MARCH, 2015

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BUSD MISSION STATEMENT

The Burbank Unified School District, in partnership with parents, families, students and the community, guarantees the effective use of all available resources to create, provide and support quality instructional programs, services, and environments. Every student will develop the skills, knowledge, attitudes, and behaviors in order to be a responsible, productive citizen and a lifelong learner in a diverse and changing global society.

COUNSELING VISION STATEMENT

We believe that all students have a right to a quality and rigorous education. Students also have a right to a safe and supportive learning environment and to services that support academic, career and personal/social growth. We also believe that students have the right to be heard and treated with dignity and respect. Furthermore, students have the right to a credentialed school counselor who collaborates with other educators, families, and the community as an advocate for student success.

GOAL

School counselors work with all students, school staff, families and members of the community as an integral part of the education program. These services should be under the direction and coordination of qualified school counselors and the administrative leadership of the school's principal and the assistant principal. The role of the school counselor is to promote school success through a focus on academic achievement, college/career readiness, personal /social development and intervention activities. The guiding documents for completion of this goal are from the American School Counselor Association, *The ASCA Model: A Framework for School Counseling Programs*.

LCAP GOAL # 5

Develop and implement a comprehensive Guidance Plan to prepare students for college and/or career readiness.

Action Items:

- Add secondary school counselors upon completion of the comprehensive Guidance Plan (Counseling Master Plan)
- Meet with students, review progress report grades, and refer to appropriate interventions as needed
- Conduct interviews with students to review courses, schedules, graduation requirements, and college and career goals
- Increase the number of ELs who are re-designated
- Provide academic guidance to ELs and students who are not on track to complete graduation requirements
- Increase graduation rates for EL students
- Increase the number of students who complete UC a-g requirements
- Reduce the number of students receiving Ds & Fs
- Conduct post-secondary orientation for all grade 11 students
- Host parent education events (i.e. College nights, Financial Aid Nights)
- Host 9th grade orientation events
- Provide students with information about accessing career and technical education courses and work-based learning opportunities and career pathways
- Host transition activities for entering and exiting middle school students
- Provide world Language courses at the middle school level (District responsibility)
- Provide parent training and support to better understand UC a-g requirements
- Conduct middle school and high school academic planning meetings
- Include UC a-g requirements on District and School site websites (Administrator/District responsibility)
- Provide online learning for high school, offering initial credit and credit recovery (base grant, District responsibility)
- Establish an independent learning academy

SURVEY RESULTS

A survey on the counseling services program in the Burbank Unified School District was provided to students, parents, teachers and counselors in order to obtain input into the Counseling Master Plan. The data also provide a baseline measurement to monitor the progress of the goals in the plan. BUSD has approximately **9,100** students in grades 6-12. The number of survey participants was **103** teachers, **12** counselors, **162** parents, and **22** students for a total of **299**. The responses to the open ended questions in the survey provided two significant pieces of data that need to be addressed in the plan.

1. Teachers and parents are not familiar with all of the services that counselors provide. Parents are also unclear about services; but in addition, also expressed uncertainty about when their students can expect to see those services.
2. Parents want more college and career planning for their students.

It is also important to remember that the responsibility for the counseling program begins with the Burbank Unified School District as a whole. Counselors need resources and support from the District in order to provide students and parents with the services they would like to receive. The Burbank Unified School District has a renewed commitment to support the counseling program. Some of the results of the survey are beyond the control of any individual counselor, but rather must be addressed as a District.

The following charts show the results of the measureable questions in the survey for the teacher, counselor and parent surveys. The student survey was not included because there were only nine responses.

The responses to the measurable items in the **teacher survey** showed areas to target for improvement are: resources for counselors, which includes staffing; classroom guidance lessons; course selection and scheduling; and availability. Areas of strength are communication and working cooperatively with teachers.

Teacher Survey Results (total: 103)

Agree & Strongly Agree (%)

8.	I have a clear understanding of the school counselor's role	64
9.	The school counselors work cooperatively with administrators, teachers, and other staff	72
10.	I meet with or email the school counselors when I have concerns about students in my classes.	82
11.	The school counselors help students to develop socially and emotionally	55
12.	The school counseling program enhances the academic achievement of all students.	59
13.	The school counselors have the necessary resources to do their jobs effectively.	31
14.	The school counselors are very helpful to students during course selection and scheduling.	42
15.	School counselors are available to students when they are needed.	45

16.	The school counselors help students with future educational planning, college selection and placement.	59
17.	School counselors work with teachers to provide classroom guidance curriculum.	9
18.	The school counselors provide important information to parents and students about services outside of the school setting.	56
19.	The school counselors serve as a liaison between all parties involved in students' education.	61
20.	The school counselors are viewed as an integral part of students' educational experience.	59

The responses to the measurable items in the **parent survey** showed areas to target for improvement are: college and career counseling; educational planning; classroom lessons and social emotional development. Areas of strength are: availability for questions, student relationships and course selection.

Parent Survey Results (Total: 162) Agree & Strongly Agree (%)

8.	I believe my student feels comfortable meeting with the school counselor.	53
9.	The school counselor has helped my students to select appropriate courses.	43
10.	The school counselor has been helpful to my student during the class scheduling process.	44
11.	The school counselor has helped my student with personal and/or school problems.	27
12.	The school counselor has helped my student to think about his/her goals after graduation from high school.	26
13.	The school counselor has provided information to my student about careers and the world of work.	19
14.	The school counselor has helped my student with future educational planning, college selection, and placement.	20
15.	My student has participated in classroom or small group programs covering topics such as study skills, violence prevention, peer pressure, etc.	19
16.	The school counselor is available to me when I have questions.	64
17.	I feel satisfied with the work the school counselors are doing	27
18.	I believe the school counselors work cooperatively with administrators, teachers, and other staff.	39
19.	The school counselor is knowledgeable about services outside of the school system.	30
20.	The school counselor has helped my student to develop socially, emotionally, and academically.	20

The responses to the measurable items in the **counselor survey** showed areas to target for improvement are: resources, which includes staffing; sufficient supervision and support; provision to provide guidance lessons, and professional development. Areas of strength are: relationships with students; providing

emotional support; serving as a liaison; support from site administration and good working relationships with school staff.

Counselor Survey Results (Total: 12) Agree & Strongly Agree (%)

8.	The goals of the school counseling program are consistent with the school mission.	66.6
9.	The school counseling program helps to enhance the academic achievement of all students.	75
10.	The school counselors have the necessary resources to do their jobs effectively.	25
11.	The expectations of the school counselors are clearly defined and reasonable.	50
12.	Teachers and other staff work cooperatively with the school counselors.	75
13.	School counselors are supported by the administration in the school.	83.3
14.	School counselors are supported by the district administration.	58.3
15.	I believe students feel comfortable meeting with the school counselors.	100
16.	The school counselors help students to develop socially and emotionally.	91.7
17.	Provisions are made for school counselors to provide group guidance activities for students.	50
18.	The school counselors spend a significant amount of time managing crisis situations.	66.6
19.	The school counselors work with teachers to provide classroom guidance curriculum.	41.7
20.	School counselors are provided with supervision and support.	33.3
21.	I believe parents feel satisfied with the work school counselors are doing.	75
22.	The school counselors participate in relevant professional development that improves effectiveness on a yearly basis.	41.7
23.	The school counselors work as a liaison between all parties involved in a student's education.	91.7
24.	The school counselors are viewed as an integral part of the student's educational experience.	58.3

INDICATORS OF SUCCESS- Year 1

1. Students will be exposed to promotion/graduation requirements each year.

Metric: Promotion and graduation rates for targeted subgroups and all students.

Metric: Drop-out rate for targeted subgroups and all students.

Metric: Non-promotion rate for targeted subgroups and all students.

Target: Increase promotion and graduation rates for targeted subgroups by 2%

Target: Decrease the drop-out rate by 2%.

Target: Decrease the non-promotion rate by 2%

2. Students will be exposed to college, career, and technical information so that they can develop the knowledge and skills for post-secondary pursuits, including selecting a career pathway as they are developed.

Metric: Documented guidance lessons in the Student Information System, Aeries®.

Metric: UC/CSU qualified students

Target: Increase the number of students receiving a guidance lesson by 100%

Target: Increase the number of students that complete the UC/CSU Entrance Requirements by 2%

Target: Increase the number of students who successfully complete chemistry, Algebra 2 and world languages by 2%

3. Students will be exposed to appropriate social/emotional skills to help them develop as functional citizens in a diverse society.

Metric: Documented lessons in the Student Information System, Aeries®.

Target: Increase in the number of students receiving guidance lessons on social/emotional skills by 50%

4. School counselors will collaborate with BUSD students, staff, parents, and community members to support student success.

Metric: Documented individual and group meetings in the Student Information System, Aeries®.

Metric: Parent attendance at information nights

Metric: Student attendance at college and career fairs

Metric: Number of businesses and colleges represented at the college and career fairs

Target 1: Increase attendance by 5%

Target 2: Increase attendance by 5%

Target 3: Develop a system of accounting for attendance at college and career fairs.

Target 4: Increase the number of business and colleges represented at the college and career fairs by 5%.

5. School Counselors will provide timely information to parents/guardians about student academic progress and to involve them in the decision-making process for related services and support.

Metric: Documentation of individual and group meetings and/or contacts

Target: Increase attendance by 5%

6. School Counselors will address the academic needs of students with special needs.

Metric: Documented parent meetings and IEP attendance in the student information system, Aeries®.

Target: Increase attendance by 5%

7. School Counselors will provide effective communication to the school community and its stakeholders.

Metric: All-Calls, postcards, social media, school website, summer mailers

Target: Increase communications by 5%

GUIDANCE PROGRAM DESCRIPTION GRADES 6-12

MAJOR FUNCTIONS OF THE GUIDANCE PROGRAM

Academic Counseling and Planning

The comprehensive counseling program provides academic counseling and planning for all students. It may be implemented through individual meetings, classroom guidance, or small group guidance. Academic planning encourages students to develop and take action on educational next steps.

Monitoring of Academic Progress

This area involves school counselors systematically identifying students' strengths and weaknesses in their academic progress. School counselors help the student understand and monitor academic growth.

College & Career Planning

As part of the comprehensive counseling program, school counselors provide opportunities for all students to explore future plans. The opportunities are intended to guide the students in establishing educational, career, and personal goals.

Intervention Services

This area provides special help to students who are facing significant problems. Interventions may address academics, emotional well-being, and social development. System support encompasses district and community resources available to help meet specific student and parent needs.

Student Records

Comprehensive student records are utilized to provide services to students. Student records are managed by school staff, and referred to when concerns arise. Aeries® computerized records as well as paper cumulative files offer a representative student history and help counselors to find patterns in attendance, academic concerns, and emotional/social interactions or behavioral issues.

Emotional and Social Well-Being

The comprehensive counseling program addresses the emotional well-being of students. Counselors recognize that students struggling with emotional stress or personal conflicts may be distracted by their emotional issues which can interfere with learning. Individual, group, or community resources may be used to address students' emotional needs.

Personal and Social Development

School counselors work with students to develop appropriate social skills and positive interactions with peers and staff. A variety of grade level presentations, classroom lessons, small group activities or peer conflict mediations, as well as individual counselor/student check-ins may be used to assist with personal and social development.

High School Counselor Responsibilities

Supporting Academic Success

- ❖ Provide individual and group academic support
- ❖ Collaborate with teachers, support staff, and parents
- ❖ Review and analyze students' academic history and records
- ❖ Monitor grades and attendance of senior students
- ❖ Inform and recommend intervention options to parents and students
- ❖ Assist students and parents in academic goal setting and four-year planning
- ❖ Schedule and facilitate conferences (i.e. SST, 504, At-Risk, LTEL, etc.)
- ❖ Document parent/student contact
- ❖ Facilitate summer school registration
- ❖ Advise students in course selection via classroom presentations
- ❖ Present a brief a graduation status update at IEP meetings
- ❖ Advise targeted disadvantaged student in their course selection

Promoting Emotional/Social Development

- ❖ Provide emotional support to students
- ❖ Provide crisis responsive counseling
- ❖ Provide counseling referrals to outside agencies for families in need
- ❖ Counselors may attend monthly outside professional development workshops (seminars on bullying, social media, soft skills, mental wellness, suicide prevention etc.)
- ❖ Promote cultural awareness

Fostering College and Career Readiness

- ❖ Inform students and parents about High School Graduation Requirements
- ❖ Inform students and parents about courses to complete UC/CSU Entrance Requirements
- ❖ Provide students and parents with college and career resources and information
- ❖ Meet with parents and students by appointment about high school/college as requested
- ❖ Counselors may attend monthly outside professional development workshops (i.e. : UC, Cal State, Community College, Trade Tech, Private Universities and career readiness workshops)
- ❖ Present a Cal State and a UC application workshop
- ❖ Inform targeted disadvantaged student about high school graduation requirements and college admission process

Additional Professional Duties

- ❖ Freshman Student Orientation
- ❖ Freshman Parent Orientation
- ❖ Attend Guidance department and district meetings
- ❖ Assist new-to-school students with course selection and transcript review as they enroll

- ❖ Evaluate and assess, refine and adjust on-going counseling program
- ❖ Participate in ongoing professional growth; attend conferences and workshops
- ❖ Participate in Back to School Night and Open House
- ❖ Maintain records in Intervention screen through Aeries ®
- ❖ Counselors will complete appropriate section of college applications and may write letters of recommendation
 - Present grade-level guidance lessons: **9th Grade:** Social Media; **10th Grade:** UC/CSU Entrance Requirements; **11th Grade:** Communication and Soft Skills; **12th Grade :** Careers

Middle School Counselor Responsibilities

Supporting Academic Success

- ❖ Provide individual and group academic support
- ❖ Collaborate with teachers, support staff, and parents
- ❖ Review and analyze students' academic history and records
- ❖ Monitor academic and attendance data
- ❖ Inform parents and students of intervention options available
- ❖ Recommend appropriate academic interventions
- ❖ Assist students and parents in academic goal setting and four-year planning
- ❖ Schedule and facilitate conferences (i.e. SST, 504, At-Risk, LTEL, etc.)
- ❖ Attend IEP meetings as requested
- ❖ Document parent/teacher contact
- ❖ Collaborate with admin and feeder/receiving schools to provide transition activities for 5th and 8th grade
- ❖ Coordinate summer school programs as available (Health, PE, ELD, etc.)
- ❖ Participate in positive student recognition activities/programs (Family Service Agency Burbank, etc.)
- ❖ Provide portal information/letters and encourage parent use and monitoring

Promoting Emotional/Social Development

- ❖ Provide emotional support to students
- ❖ Provide crisis responsive counseling
- ❖ Facilitate conflict resolution sessions
- ❖ Assist parents and students with family struggles or challenges
- ❖ Provide intervention referrals to outside agencies
- ❖ Monitor student behavior, academics, and attendance
- ❖ Promote cultural awareness

Fostering College and Career Readiness

- ❖ Inform students and parents about GPA and 8th Grade Promotion Requirements
- ❖ Inform students and parents about High School Graduation Requirements/UC a – g Course Requirements
- ❖ Provide students and parents with college and career resources and information
- ❖ Meet with parents and students about high school/college as requested

Additional Professional Duties

- ❖ Attend departmental and district meetings
- ❖ Assist new-to-school students with orientation as they enroll
- ❖ Evaluate and assess, refine and adjust on-going counseling program
- ❖ Participate in ongoing professional growth; attend conferences and workshops as available
- ❖ Participate in Back to School Night and Open House

- ❖ Maintain records in Intervention screen through Aeries ®
- ❖ Document meetings and collaboration as needed
- ❖ Present grade-level guidance lessons:
 - 6th Grade: Social Skills/Fostering Positive Social Interactions (1st quarter)
 - 7th Grade: Understanding GPA (2nd quarter)
 - 8th Grade: High School and College/A – G Requirements (December or January)

Site Administrator Responsibilities

- Attend Individualized Education Plan meetings (IEPs)
- Attend Student Success Team meetings (SSTs)
- Attend Attendance Study Team meetings (ASTs)
- Participate and assist in proctoring Advanced Placement (AP) exams
- Facilitate weekly counseling meeting (all site counselors)
- Facilitate bi-weekly counseling meeting (with administrator of counseling)
- Coordinate counselor and administrator professional development
- Provide counselors with relevant data that helps counselors to perform their duties (i.e. attendance reports, grades)
- Collaborate regularly with and among counselors
- Document meetings (administrator) with parents and students
- Manage and monitor the counseling department calendar
- Review data with counseling department
- Set department goals with counselors

MIDDLE SCHOOL COUNSELING PLAN OBJECTIVES

Objective #1: Middle school students will understand the necessary skills and requirements to meet Promotion Requirements in 8th grade.

Expected Outcomes:

1. Students and parents will be aware of the requirements to participate in Promotion activities.
2. 100% of 8th grade students will be eligible to participate in Promotion activities.

Method of Evaluation:

1. 8th grade students and their parents will return signed contract. 6th and 7th grade at-risk students and parents will sign contract in counselor meetings/academic advisement sessions.
2. Collection and comparison of yearly promotion data.

Plan Description:

Activities	Target Group	Staff Assigned	Resources	Timeframe
Posters listing requirements will be hung in high-traffic areas at school and printed in student planners	All students and parents	School counselors	Posters (print center) Student Planners	Each August (to stay in place all school year)
Promotion requirements included in summer mailing for 8 th grade registration.	8 th grade students and parents.	Office Managers	8 th Grade Promotion letters	Annually during registration (June/July)
Promotion Requirements included in contract for use in meetings with at-risk 6 th and 7 th graders and their parents.	6 th and 7 th grade at risk students and their parents	School Counselors	Copies of At Risk of Non-Promotion Contract	Throughout the school year as conferences are held
Promotion requirements reviewed at ELAC meetings	EL Parents	School Counselor and Principal	Handouts w/Promotion Requirements translated as needed	First Semester
Promotion status letter sent to students at risk of not promoting	8 th grade students at risk of non-promotion	School Counselors	Non-promotion letters in English, Spanish (Luther and Jordan), and Armenian (Muir).	At 10, 20, and 30 week grading periods
Visit 8 th Grade classes, and ELD classes, to go over Promotion Requirements and share strategies to stay on track	All 8 th Grade Students	School Counselors	8 th grade classes (flexible scheduling)	Within first month of school year

OBJECTIVE #2: Middle school students will be exposed to college, career, and technical information so that they can develop the knowledge needed for post-secondary pursuits.

Expected Outcomes:

1. Second semester 8th graders will know the difference between HS Graduation Requirements and UC/CSU Entrance Requirements.
2. By the end of 8th grade, students will have access to career/technical exploration activities.
3. Students will identify their strengths and weaknesses in relation to the world of work, and will note areas of interest.

Methods of Evaluation:

1. Survey results.
2. Pre- post- tests
3. Aeries® Intervention screen documentation.
4. 6th grade intake during first semester classroom visits versus 8th grade exit slips during second semester classroom visits.
5. Counseling activity calendar created by assistant principals.

Plan Description:

Activities	Target Group	Staff Assigned	Resources	Timeframe
Provide chart re: UC/CSU Entrance Requirements and HS graduation requirements in student planners	All students	School Counselors	Student planners/handbooks or individual handouts/posters	Annually at start of school
Survey 8 th graders re: UC/CSU Entrance Requirements knowledge of and HS graduation requirements	8 th Graders	School Counselors	Surveys Time for class visits	September
Guidance lesson 1 st semester re: HS Grad and UC/CSU Entrance Requirements	8 th Graders	School Counselors	UC/CSU Entrance Requirements Handout or planner page	First semester
6 th Grade intake re: College & Career Goals during initial class visitations	6 th Graders	School Counselors 6 th Grade Teachers	Intake surveys	Annually at start of school
Career/multiple intelligences/ technical exploration activities provided	All students	School Counselors and Teachers	Various websites or software Class time to present lessons On and off campus presentations	Throughout the school year

OBJECTIVE #3: Middle school students will develop appropriate social/emotional skills to be functional citizens in a diverse society.

Expected Outcomes:

1. Students will use appropriate communication skills to resolve conflicts with peers and adults.
2. Students will relay feelings in a socially acceptable manner.
3. Students will demonstrate self-advocacy to improve school success.

Methods of Evaluation:

1. Decrease in the number of Conflict Resolution interventions coded in Aeries® (17).
2. Sign in sheets for small group lessons.

Plan Description:

Activities	Target Group	Staff Assigned	Other Resources	Timeframe
Counselor availability and information will be provided and counselor role defined	All students and parents	School Counselors, Administrators, Office Managers	School websites, handouts, (translation for parents), classroom posters, first ELAC meeting, first PTSA meeting	Ongoing
Lunchtime, small-group sessions re: social skills, friendship, self-esteem, etc.	Students selected by counselors or teachers as having a need.	School Counselors & FSA Burbank counselors	Handouts, referrals	Ongoing, as needed
Positive Communication (anti-bullying, cultural sensitivity) lessons, including social media and technology responsibility	6 th Grade students	School Counselors and Administrators	Presentation notes Handouts Website/hotline info	First semester
Portal set up and self-monitoring encouraged through bulletin announcements and teacher reminders	All students	All school staff	Bulletin announcements, portal letters readily available, school communication and newsletters (translated)	Ongoing
Social Media/Technology Responsibility Presentation BUSD Parent Academy	All students	APD or School Counselors	Handouts Translation Hotline Information	First Semester

OBJECTIVE #4: Middle school counselors will collaborate with BUSD students, staff, parents, and community members to support student success, particularly EL students and students at-risk.

Expected Outcomes:

1. Students will gain increased awareness of web resources, tutoring opportunities, grade portal, BUSD Parent Academies, FSAB, and other community resources.
2. Faculty and staff will gain increased awareness regarding relevant issues facing students (i.e. self-injury, drug use, suicide prevention, cultural sensitivity, etc.)
3. Mid-range (2.0 GPA) and at-risk (1.0 GPA) students will earn higher grades to increase GPA.

Methods of Evaluation:

1. Sign-in sheets
2. Exit evaluations
3. Pre-post-tests
4. Personal set-up of portal log in.

Plan Description:

Activities	Target Group	Staff Assigned	Other Resources	Timeframe
Portal tutorial lessons for parents	ELAC, Title I meeting attendees	Principal and one counselor ELD Coordinator	Computer lab or Library computers Translators	At first meeting of the school year
Faculty Meeting presentations to address current issues or trends (self-harm, social media, drug use, suicide prevention, etc.)	Teachers and school staff	School counselors	Handouts or presentations as appropriate	As needed
PTSA Newsletter School Website updates	Parents and students	School counselors Office Managers	N/A	Monthly
Bulletin board or Counselors' Corner in office area	Parents and students	School counselors and office managers	Newsletters, flyers, community resource information, posters, etc.	Ongoing (updated monthly)
BUSD Parent Academy Nights	Parents of ELs (all parents welcome)	District personnel	Handouts and presentations Invitations created by Instructional Services Translators: Armenian and Spanish	Quarterly

❖ Grade-level guidance lessons:

- 6th Grade: Social Skills/Fostering Positive Social Interactions (1st quarter)
- 7th Grade: Understanding GPA (2nd quarter)
- 8th Grade: High School and College/ UC/CSU Entrance Requirements (December or January)

HIGH SCHOOL GUIDANCE PLAN OBJECTIVES

OBJECTIVE #1: High School students will follow an ongoing educational and career plan.

Expected Outcomes:

1. Provide an academic plan for all students.
2. Increase UC/CSU entrance requirements completion.
3. Reduce the number of students who earn D's and F's
4. Increase students' exposure college and career exploration, including UC a-g requirements, particularly targeted disadvantaged students

Method of Evaluation:

1. Number of academic plans completed.
2. Numbers of students meeting UC eligibility.
3. Number of Common Applications and other Applications completed by counselors.
4. Number of D's and F's received by students.
5. Pre and Post testing Guidance Lessons. Analyze data obtained through pre and post testing.
6. Number of parents in attendance at group parent seminars

Plan Description:

Activities	Target Group	Staff Assigned	Other Resources	Timeframe
Counselors will register all students appropriately for the next school year, including targeted subgroups and ELs	8 – 11th	Counselors 8 th grade counselors Administrators		Spring
Counselors will conduct Guidance lessons to include graduation requirements and UC/CSU entrance requirements.	All	Counselors Support Staff		Annually
Counselors plan and conduct Freshman Orientation	9 th grade students and parents	Counselor Administrator team	Career Center ASB	Annually in August
Counselors will conduct group parent seminars to include graduation requirements and UC/CSU entrance requirements.	11 th grade	Counselors	Translators	Fall Semester
Counselors will advise students of initial credit options (immigrants and ELs in particular) and consult with the District Office, if necessary	All	Counselors Career Center Director of Secondary Education	Community College Woodbury Other alternatives	On Going
Counselors will advise students of possible community college options	All	Counselors Career Center Director of Secondary Education	Community College	On Going

High School Counselors will collaborate with Middle school counselors about matriculation and registration.	8 th Grade	Counselors Administrators		On Going
Counselors will keep students and parents abreast of most current information regarding guidance and career information.	9 – 12 grade	Counselors Career Center Tech Support	College Speakers and Representatives Social Media College Fair Career Tech Day Notices will be translated for parents	On going
Each 9 th grade student will take a Career Interest assessment in Health and Careers	9 th grade	ROP Counselors Teachers Counselors	LACOE	Annually
Students will be offered the opportunity to take the ASVAB.	11 th – 12 th grade	Career Center	Military Counselors	Annually
Student will be given the opportunity to meet with college representatives. Invitations will be sent to targeted subgroups, including ELs.	All	Career Center		On Going

OBJECTIVE #2: High School students will earn a High School diploma.

Expected Outcomes:

1. All students will earn a high school diploma.
2. Credit deficient students will be offered summer school, an on-line program, or adult school.
3. Credit deficient students will be offered an alternate educational program, as appropriate.
4. Identification of targeted disadvantaged students.

Method of Evaluation:

1. Graduation rate
2. Number of remedial options were offered.
3. Number of meetings that were held and transfers that occurred.
4. Numbers in above categories as they pertain to targeted disadvantaged students

Plan Description:

Activities	Target Group	Staff Assigned	Other Resources	Timeframe
Counselors will collaborate with Case Managers, ELD Coordinator, Psychologist, and District Office Staff, Teachers, career center personnel, and ROP counselor	All (especially the targeted disadvantaged students)	Counselors Teachers Administrators Psychologist ELD coordinator	Burbank Family Services Alternative Education director	On Going
Counselors will present graduation requirements to 8 th Grade classes including ELD classes.[reworded]	8 th graders	MS Counselors HS Counselors	AP Guidance Athletic Director	
Counselors will inform parents of students graduation status	12 th grade	Counselors	Support Staff Translation, as needed	On Going
Provide informational and organizational tools to students	All	Counselors Career Center Administrators Support Staff		On Going
Counselors will provide support to students as needed, including: Summer School information, adult school information, SST's, ASTs, IEP's, Burbank Family Services, Alternative Placement, etc.	All	Counselors	ELD coordinator, Burbank Family Services, Adult School, Administrators	On Going
Counselors will facilitate the transition to Alternative school settings	All Grade	Counselors	Administrators, School Psychologist, School Nurse District Office personal AP Guidance	On going

OBJECTIVE #3: To provide Career and Technical Education (CTE) guidance to students at each grade level so that they have the knowledge and skills for their post-secondary pursuits.

Expected Outcomes:

1. All students will have a four year plan, which includes a post- secondary goal or interest.
2. Increase the percentage of students who take the Armed Services Vocational Aptitude Battery (ASVAB).
3. All students receive a guidance lesson where CTE is emphasized.
4. Identification of targeted disadvantaged students.

Method of Evaluation:

1. Number of Four Year Plans completed in Aeries.
2. Number students voluntarily taking the ASVAB in Aeries.
3. Pre and Post testing prior to and following all lessons.

Plan Description:

Activities	Target Group	Staff Assigned	Other Resources	Timeframe
Counselors will conduct a 4 year plan with all students, including students' declaration of post- secondary goals	All	Counselors	Career Center	On going
Counselors will provide a CTE and Guidance lesson given in all grades in classroom setting	All	Career Center Technician ROP Counselor	Teachers Career Center ROP Technician Counselor	Annually
Counselors must attend CTE workshops and in-services in order to stay current.	Counselors Career Center Technician	Counselors Career Center Technician Administrator	Community Colleges, Tech Schools, Other workshops College Reps	On going
Inform all Juniors of ASVAB sign-up, and send invitations to targeted subgroups	All	Career Center	Teachers School Bulletin Social Media	Fall, 11 th grade
Students will attend Career Tech Day. (Targeted disadvantaged students will attend)	All	Career Center	Outside Agencies Case managers ELD Coordinator	Spring

OBJECTIVE #4: Students and parents will access school and community resources.

Expected Outcomes:

1. Increase attendance at College Representative presentations.
2. Increase awareness of services offered through Burbank Family Services.
3. Increase participation in Test Prep Programs
4. Increase attendance at Career/Tech Education day.
5. Increase attendance at Financial Aid night.
6. Increase attendance at Parent Nights.
7. Increase awareness and attendance for targeted disadvantaged students in the above areas

Methods of Evaluation:

1. Student and parent participation from sign-in sheets
2. Parent satisfaction questions in future district parent surveys
3. Students and parents in attendance (sign in sheets) at Financial Aid Night and at grade level Parent Nights.
4. Documentation of students who attend College Application Workshops

Plan Description:

Activities	Target Group	Staff Assigned	Other Resources	Timeframe
Increase advertising for College Rep presentations	All grade levels	Career Center	Teachers and Counselors Social Media	Annually
Increase advertising for parent Nights. (i.e.: all calls, postcards, social media, school website, summer mailer) Increase parent attendance through advertisement	9 th and 11 th	Counselors	Administrators Social Media School Marque All-Calls Teacher Bulletin Translation of notices	As necessary
Increase advertising for Financial Aid Workshop (i.e.: all calls, postcards, social media, school website, summer mailer)	12 th graders and their parents	AP Guidance Counselors	All Staff Bulletin Social Media School Marque Translation of notices	October - January
Promote awareness of PSAT/SAT/ACT registration, and test preparation awareness. (Good Morning John Burroughs (i.e.: all calls, postcards, social media, school website, summer mailer), and Edmodo	10 th - 12 th grade	Counselors Career Center	Teachers Method Test Prep ACT.org CollegeBoard.com Libraries Private Companies Translation of notices and information	Annually

Grade Level Lessons

Grade level lessons will be delivered in a classroom setting or other large venue. Topics will be reviewed and selected on an annual basis.

- 6th Grade: Social skills/fostering positive social interactions (1st quarter)
- 7th Grade: Understanding GPA (2nd quarter)
- 8th Grade: High School and College/ UC/CSU entrance requirements (December or January)
- 9th Grade: Coping strategies and emotional wellness
- 10th Grade: UC/CSU entrance requirements
- 11th Grade: Communication and 21st century job skills
- 12th Grade: Careers

Individual Student Advisement – Grade 8

8th Grade Registration Advisement

Meetings will be available for each 8th grade student and their parents. Letters to invite parents to schedule a 20 minute meeting with their counselor will be sent home after 8th Grade Night is held at the high schools, and after the high school counselors have presented to 8th graders during the school day at each middle school.

Each meeting will cover the following agenda:

Brief review middle school academic progress

UC/CSU entrance requirements and high school graduation requirements

Selection of appropriate courses for 9th grade

Completion of high school registration form

A “takeaway” packet will be provided for students and parents that includes:

UC /CSU entrance requirements and high school graduation requirements chart

Career Technical Information

Four-Year Plan Template

High School Credits and GPA Information

Web Resources for Parents and Students

General tips for 9th Grade success

Individual Student Advisement- Grade 10

10th Grade Registration Advisement

Meetings will be available for each 10th grade student and their parents.

Letters to invite parents to schedule a 20 minute meeting with their counselor will be sent home during fall semester.

Each meeting will cover the following agenda:

Review high school academic progress

Brief Review of high school grad requirements

Review of UC/CSU entrance requirements

Inquire about post high school plans

An informational packet will be provided for students and parents including:

UC/CSU entrance requirements and high school graduation requirements chart

Four-year-plan template

Planning your future worksheet

Tips to get you into college

College prep time line

Web resources for parents and students

ACT and SAT test prep and information

Current Caseloads in the Burbank Unified School District

Jordan Starr Middle School	538 students per counselor
Luther Burbank Middle School	536 students per counselor
John Muir Middle School	565 students per counselor (based on staffing of 2.5) 706 students per counselor (based on the site decision to divide the caseload by 2)
Burbank High School	515 students per counselor
John Burroughs High School	515 students per counselor