

Major Change Points for CA
School Counselors over the
years with the Culmination
of revised California
Standards for the School
Counseling Profession in
2023

Ventura County School Counselors

12.08.2023

California Lutheran University



Who are we?

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ALL IT TAKES



Today's Presentation



Opening Activity



Significant Historical Change Points - CA School Counseling




Current Challenges and Initiatives



Standards



Standard Group Activity



Significant Points Where the School Counseling Profession Pivoted



1999 - Present

1999 - 2009

1999-2004

School Violence Prevention Grant Program (100 million annually) was passed that included school counseling or law enforcement in schools following Columbine ([AB1113, 2019](#)).

The [California Association of School Counselors](#) was **incorporated** in 2000.

[\(CTC PPS Standards 2000\)](#) were **approved** with new influences on the school counseling profession. (Evidence-based & data-driven approaches to coordinating and delivering of care)

[The ASCA National Model: A Framework for School Counseling Programs](#) was **published**. This document outlines the components of a school counseling program that is integral to the school's academic mission.

[Assembly Bill 722 Report](#) (AB 722) **published** a report on the state of pupil support services and programs in California public schools.

2006-2009

The [Middle School and High School Supplemental Counseling Program](#) (AB 1802) was **passed**, providing supplemental counseling services in secondary schools to support mandated annual conferencing for students in grades seven through twelve. This increased the school counseling workforce by 2,500.

2013 - 2019

2013-2018

Local Control Funding Formula (LCFF) ensures school districts provide greater transparency to local communities on how money is spent by producing the Local Control and Accountability Plan (LCAP).

Getting Down to Facts II (2018) a progress report on LCFF indicated that more than three-quarters of superintendents (77%) report that their districts are making investments in services that include school counselors, social workers, and other staff supporting students' social-emotional development.

2019

Best Practices: Guidelines for California School Counselors. was published that identified nine areas where school counselors work to meet the Local Control Accountability Plan

Connecting the Dots: The School Counselor's Role in Student Mental Health – Outlines the role of school counselors within the MTSS model.

2019 Pupil Personnel Services Program Standards were approved adding language that included new provisions for clinical supervision and stronger references to mental health services.

2020 - 2021

School-Based Mental Health and Community Mental Health Providers: Clarified the role of PPS Professionals through a [JOINT POSITION STATEMENT](#) between the California Association of School Counselors, California Association of School Psychologists, and California Association of School Social Workers

[Fostering the Whole Child: A Guide to School-Based Mental Health Professionals](#)

published in partnership with the California Association of School Psychologists, California Association of School Social Workers, and the California Association of School Counselors. Defines the destination of School-Based Mental Health Professionals.

[STATE OF STUDENT WELLNESS 2021](#). The impact of the pandemic on student mental health

COVID-19 Website: Launched a [website](#) in partnership with the Wisconsin School Counselor Association focused on mental health and dedicated to lessons and best practices during COVID-19.

2022

[AB2508](#) (Quirk-Silva) was passed which updated [CA Education Code 49600, Educational Counseling](#).

Student Mental Health Week Campaign launched. [ACR 179, 2022](#), [ARC 29, 2023](#)

[Golden State Teacher Grant Program](#) provides scholarships for pre-service school counselors.

[State of Student Mental Wellness. California Report 2022](#) was published in a joint publication with the ACLU, Center to Close the Opportunity Gap & CASC

[School Counselor Residency Program](#) includes a total of \$184 million over the next five years to augment the Teacher Residency Grant Program to support teacher and school counselor residency programs.

[Governor Newsom's Master Plan for Kids' Mental Health](#) included school counselors as part of a 10-point plan.

[Engaging in Political Leadership and Macrolevel Advocacy: School Counselors Leading for Student Mental Wellness](#) published in the Journal of Counselor Leadership and Advocacy, 9:2, 87-98, (Lopez & Whitson, 2022)



Governor Newsom's Master Plan for Kids' Mental Health

Healthy Minds for California Kids

- ✓ Healthcare Coverage for Parent-Child Services**
Mental healthcare shouldn't break the bank. California's new plan works to ensure many vital services are covered by insurance and adds new Medi-Cal services that jointly support parent-child needs to improve behavioral health.
- ✓ Make it Easier for Schools to Provide Prevention and Treatment**
Increase access to a wide range of mental health services, with a focus on prevention and early intervention, allowing schools to reach more students and provide more counseling and mental health supports - without footing the bill.
- ✓ De-Stigmatize Help for our Kids**
Help kids get the support they need by increasing access to, and therefore normalizing, mental healthcare. By raising awareness of Adverse Childhood Experiences (ACEs) and toxic stress, we can support prevention and early intervention of mental health and substance use challenges.
- ✓ More Resources for Parents**
Create more tools, including new, easily digestible video content for parents to build their knowledge, tools and capacity to support the behavioral health of their children.

"As a parent, there's nothing worse than seeing your child in pain and feeling powerless to help. In California, we take the mental health and wellbeing of our children seriously, and we're tackling this problem head-on with significant investments in the infrastructure of the state's mental health system."

- First Partner Jennifer Siebel Newsom



Building California's Mental Health Systems

We will increase access to services throughout the state, and meet kids where they are at – at school, online, in primary care facilities, and more.

"California is stepping up to tackle the mental health crisis facing kids across the country. We're overhauling our mental health system with an unprecedented all-of-the-above approach to connect families with the care and supports their kids need to grow up healthier and stronger."

- Governor Gavin Newsom

A More Proactive and Responsive System of Care

- ✓ Virtual Platform to Increase Accessibility**
Create a virtual platform for next-generation digital mental health assessment and intervention.
- ✓ Expand Clinic and Treatment Slots**
Expand the capability of clinics to increase community-based mental health services so more young people receive the care they need.
- ✓ Intervene Early**
Expand interventions early on so children and youth with, or at high risk for, mental health and/or substance use conditions can get the care they need before conditions worsen.
- ✓ Suicide Prevention and Crisis Response**
Develop a targeted youth suicide prevention program for those at increased risk, create a 988 suicide and crisis lifeline, and provide grants for school and community-based crisis response following a youth suicide or attempt.
- ✓ Increase Number of School Counselors**
Increase the number of counselors in our schools so students can access mental health services easily, conveniently, and at no cost.
- ✓ Services for Those With Severe Needs**
Build infrastructure and staffing to ensure young people with the most significant symptoms and severe disease have high quality settings that are safe, secure and healing.

Increase the number of school counselors

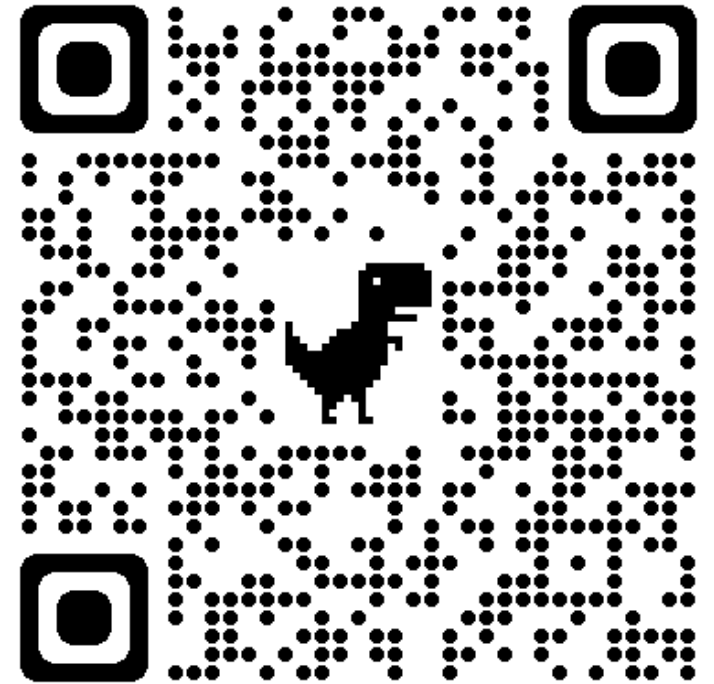


**Risk
Assessment**

Supervision

**Mental
Health
Services**

**Multi-Tiered
System of
Supports
(MTSS) Model**



Substantial Changes in [CA Ed Code 49600](#)

2023

Medi-Cal LEA BOP changes in reimbursement rates for California school counselors in California. [Local Educational Agency \(LEA\) Billing Codes and Reimbursement Rates](#)

Mental Health Courses: Two of twelve asynchronous courses were launched in 2023 with the aim of completing all courses by January 1, 2025

California Standards for the School Counseling Profession California Association of School Counselors (2023). California Standards for the School Counseling Profession 2023. La Verne, CA: Author.

Foundations of School-Based Mental Health: *Counseling Techniques & Systems*

Twelve asynchronous courses (optional 1.5 graduate-level units issued by the University of California Santa Barbara) provide participants with the knowledge and skills necessary to support students' mental well-being effectively.

PATHWAY 1: SCHOOL-BASED MENTAL HEALTH SYSTEMS

Course 1: School Counselors and Student Mental Health

Course 2: Building Effective School-Based Mental Health Systems

Course 3: Collaboration and Partnerships in School-Based Mental Health

Course 4: Maximizing Medicaid Reimbursement and Coordinating Services and Programs (Under construction)

PATHWAY 2: ADVANCED INDIVIDUAL AND GROUP COUNSELING SKILLS

Course 1: Core Concepts and Techniques for Individual Counseling

Course 2: Core Concepts and Techniques for Group Counseling

Course 3: Mental Health Counseling: Processes and Procedures

Course 4: The School Counselor's Role in Supporting Mental Health Crises

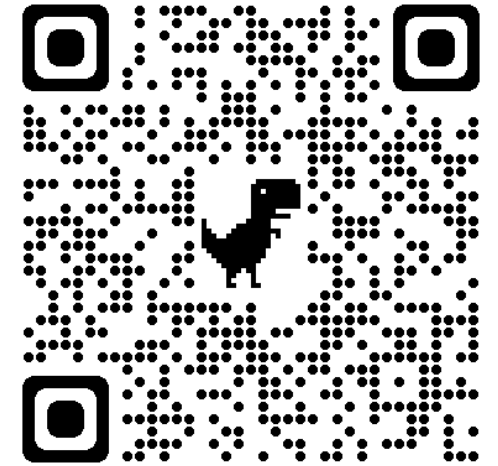
PATHWAY 3: ADVANCED MENTAL HEALTH INTERVENTIONS AND TECHNIQUES

Course 1: Solution-Focused Brief Therapy: Strategies for Working with Students

Course 2: Motivational Interviewing: Techniques for Working with Students

Course 3: Dialectical Behavior Therapy in School Counseling: Key Concepts and Skills for Effective Practice

Course 4: The Ethics and Elements of Self-Care



<https://cascorders.com/>



Supervision Requirements

The following chart indicates whether a rendering practitioner requires supervision to provide psychology and counseling services.

Supervision Requirements Table

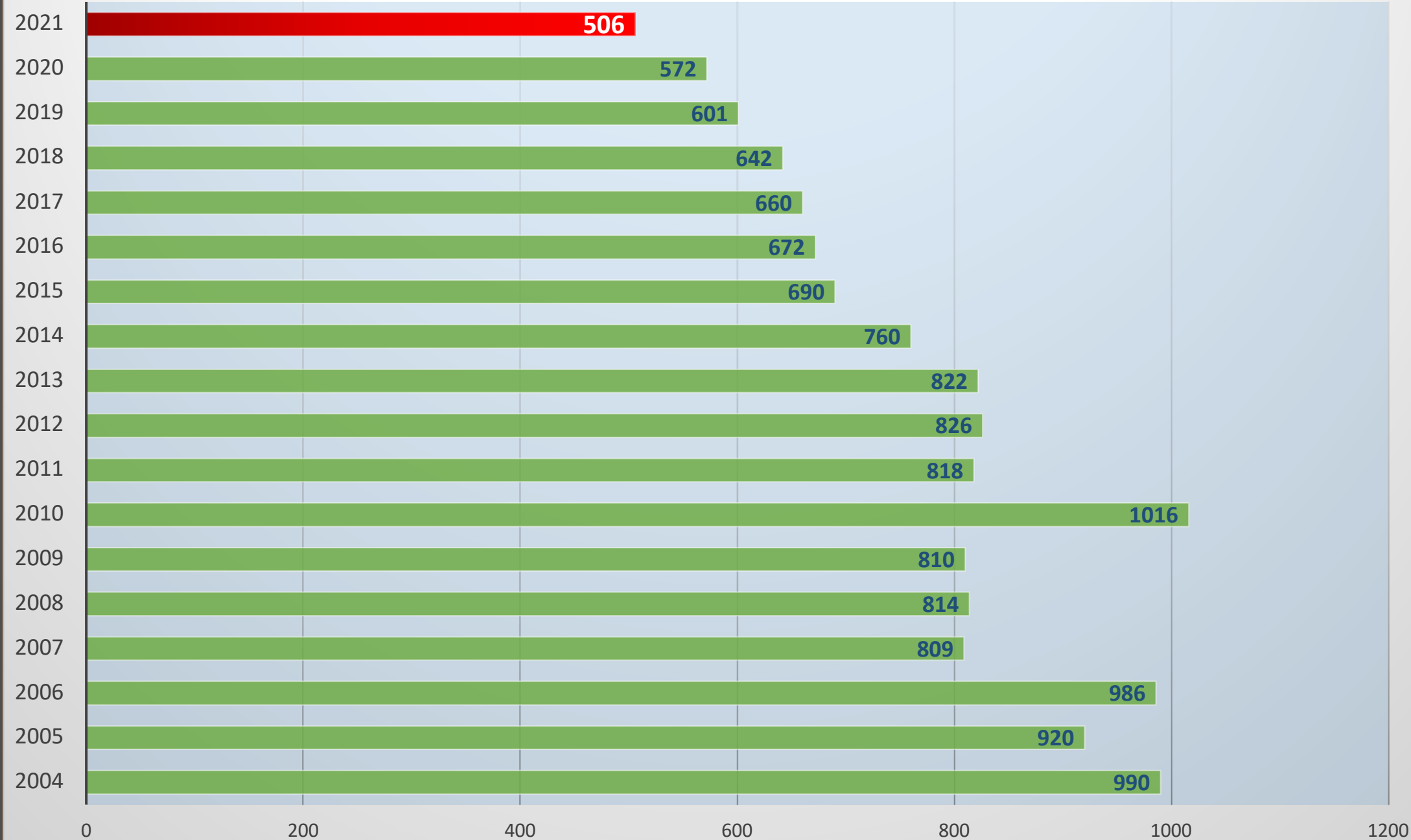
Qualified Practitioners	Supervision Requirements
Licensed physicians Registered credentialed school nurses Credentialed school psychologists Credentialed school social workers Credentialed school counselors	No supervision required to provide psychology and counseling services
Licensed physician assistants with a written Practice Agreement (California <i>Business and Professions Code</i> , Sections 3502 and 3502.3)	Supervision required as indicated under California <i>Business and Professions Code</i> , Section 3502
Licensed psychologists Licensed educational psychologists Licensed clinical social workers Licensed marriage and family therapists	Employed licensed practitioners without a valid pupil personnel services (PPS) credential issued by the Commission on Teacher Credentialing must be appropriately supervised by a PPS-credential holder Contracted practitioners employed by non-public schools and agencies must be licensed to practice by their respective Board or possess a pupil personnel services credential with the appropriate specialization

Medi-Cal LEA BOP: Supervision Directive for Licensed Professionals

Cal. Code Regs. Tit. 5, § 80049.1 -
Authorization for Service
[80049.1\(c\)](#)

CA SC Ratios By Year

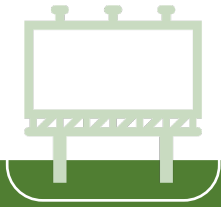
Years	Ratios
2021	506
2020	572
2019	601
2018	642
2017	660
2016	672
2015	690
2014	760
2013	822
2012	826
2011	818
2010	1016
2009	810
2008	814
2007	809
2006	986
2005	920
2004	990



Looking Ahead in 2024

2024

Pivot



2024

Reimagine



2024

Cultivate



2024 – CASC's Expansion

Extension of Standards



Graduate Student Support



Mental Health Courses and Dynamic PD



Speakers

Take a look at our speakers scheduled for this event



Anna Heinbuch - ADR, PPS
Coordinator II - School
Counseling
Los Angeles County Office of
Education

[VIEW PROFILE](#)



Dr. Edwin Yau
Educational Administrator
Los Angeles County Office of
Education

[VIEW PROFILE](#)



Pedro Noguera
Dean, Rossier School of
Education
University of Southern
California

[VIEW PROFILE](#)



Dee-1
Rapper, Teacher, Influencer

[VIEW PROFILE](#)



Dr. Sarah Kirk
Owner and CEO
Yoga 4 Classrooms

[VIEW PROFILE](#)



D Hilton, LCSW



Mrs. Lisa Andrews



Dr. Sara Lentz, DNP, MSN, RN



Alyssa Charles, MHA



Navely Hernandez



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February 8 –9, 2024

Monterey, California

Ongoing Professional Issues

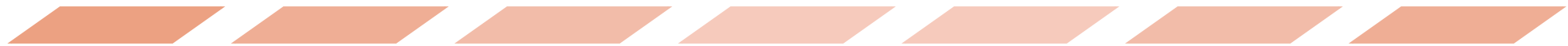
- **Substantial student-to-counselor ratios** have altered the intended role of school counselors, diminishing their ability to provide comprehensive data-driven services with some referring to their work as “functioning as an urgent care center”.
- **Non-counseling duties.** School counselors are taught to prioritize direct services like counseling, consultation, coordination, and curriculum but frequently find their schedules dominated by administrators who require school counselors to do clerical, fair share, and administrative responsibilities ([Citation](#), [Citation](#) [Citation](#))
- **Role confusion.** ([Citation](#), [Citation](#))
- **Changing student needs.**
 - 1) Mental health
 - 2) College and Career (Due to learning loss and Covid-19)

2024 – CASC’s Concerns

Confidentiality vs. Parent Rights ([Chico Case](#))



Wellness Coaches



Funding



Wellness Coaches - 2024

Services and Competencies of Wellness Coach Roles

Services <i>Activities core to the Wellness Coach roles</i>	1 Wellness promotion and education
	2 Screening
	3 Care coordination and extension
	4 Individual support
	5 Group support
	6 Crisis referral
Additional Competencies <i>Demonstrated areas of knowledge to be evaluated against during on-the-job training</i>	7 Cultural competency, humility, and mitigating implicit bias
	8 Professionalism, ethics, and legal mandates
	9 Communication
	10 Operating in role and different environments

What does that look like in practice?

1 Wellness promotion and education

- **Classroom presentations** on wellness skills, SEL competencies, mindfulness, evidence-based stress busters, substance use prevention, social skills, bullying prevention, suicide prevention
- **Lead campus wellness activities** re: stress busters, mental health literacy, cultural healing practices
- Promote activities to **address mental health stigma**, such as coordinating and leading tours of SBHCs and Wellness Centers
- **Build rapport** with students, staff, and parents schoolwide
- **Serve as wellness champion** on campus and in SBHC/WC with school-wide visibility

2 Screening

- Support **implementation of universal mental health/wellness student screening** - using tools such as CANs, RHAPS, BASC-3
- **Targeted screening for specific groups** of students (Students being seen in SBHC for any health service, incoming students, groups with higher need)
- **Refer students who are presenting signs of mental distress** through screening via general support and warm handoffs
- **Refer students** to appropriate in-school supports within or outside of SBHC/Wellness Center
- **Develop school wide wellness promotion activities** based on screening data

Stretch Break and Icebreaker

01

How have you observed the academic needs of students changing over the years?

02

What social and emotional challenges have you noticed students facing these days?

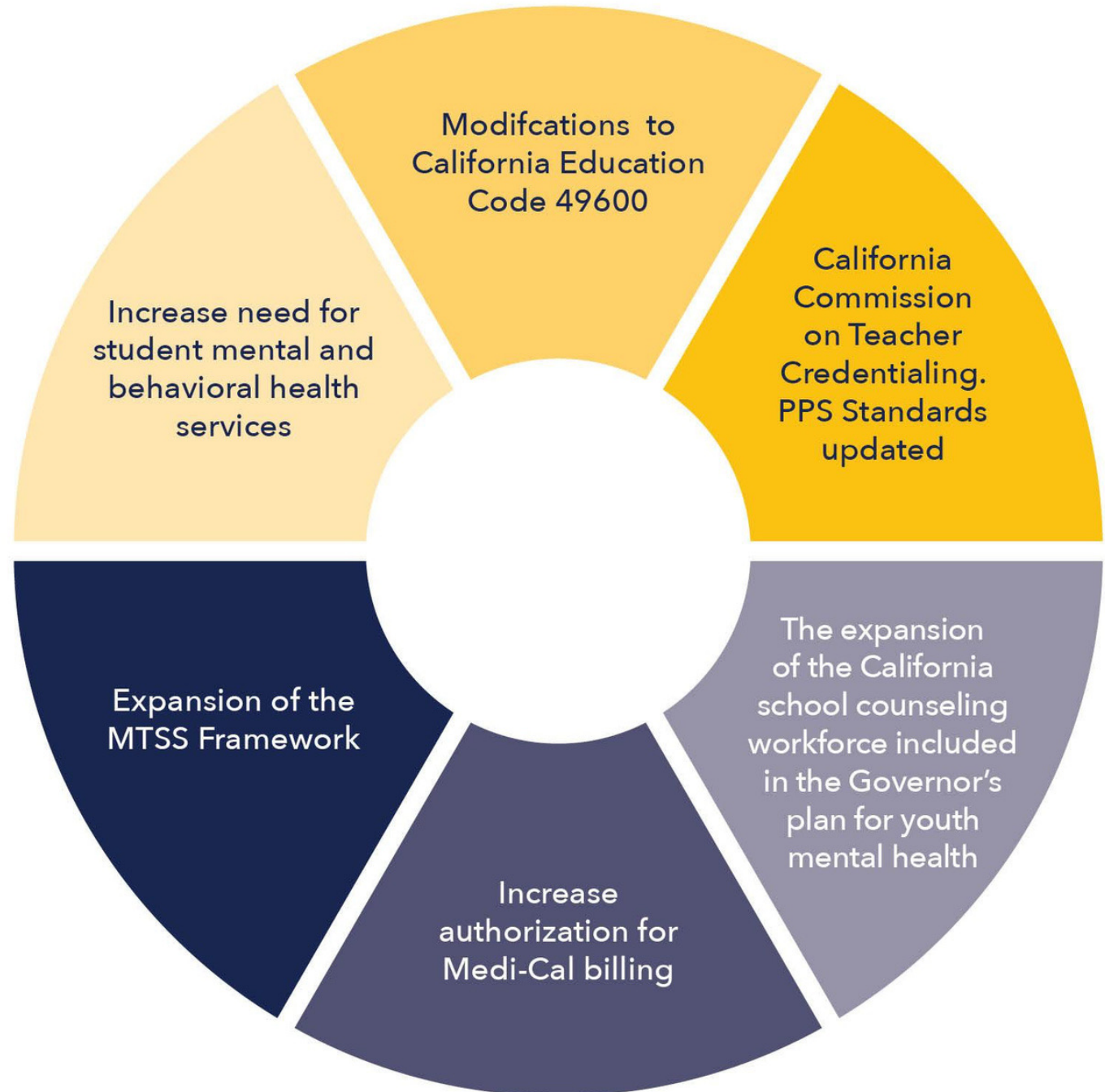
03

What changes have you seen in students' postsecondary goals?



California Standards for the School Counseling Profession

Rationale for Standards



The Standards

1
Professional
School Counselor
Development

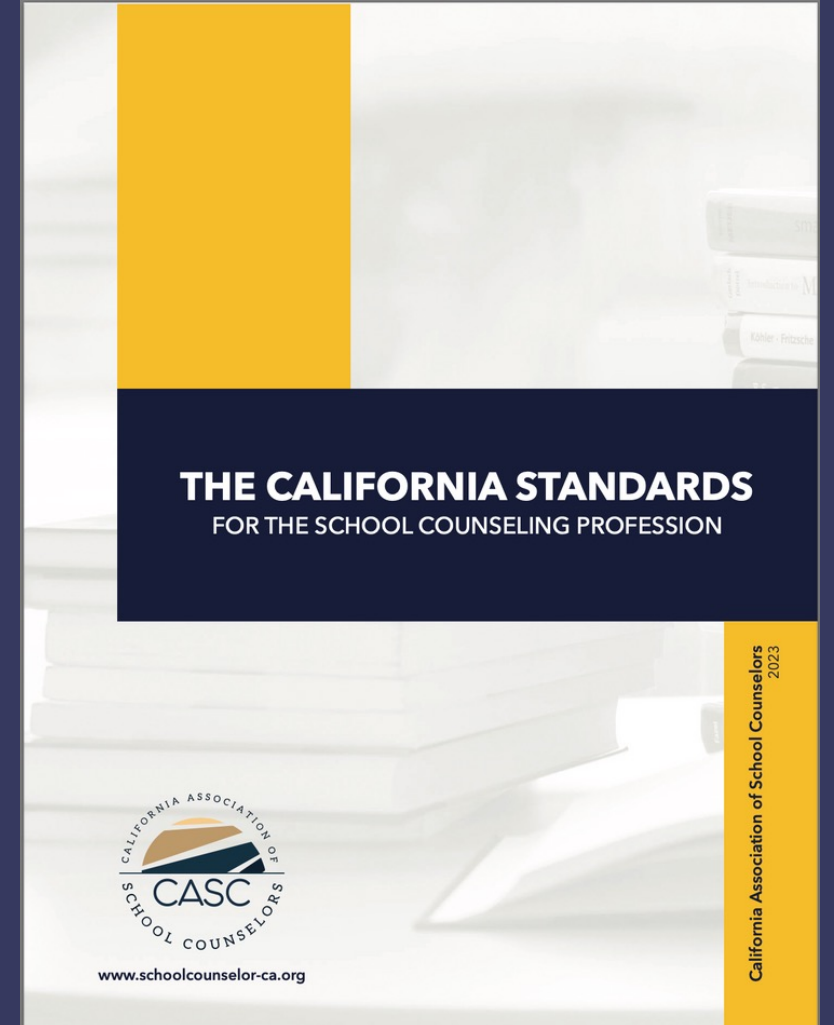
2
School-Based
Mental Health

3
School
Counseling
Domains:
Academic,
Postsecondary &
Social Emotional
Development

4
Multi-Tiered
Systems of
Support

5
Indirect Services:
Coordination,
Collaboration,
Consultation, &
Supervision

6
Creating and
Maintaining Safe,
Supportive, and
Inclusive
Environments for
Student Well-Being



How were the *CA Standards for the School Counseling Profession* Developed?

Selection of a diverse team of school counselors, counselor educators, and school administrators – November 2022

The Standards Design Team gathered for two days in December 2022 at Apple Park December 2022

- Review the 2009 Standards and choose the main themes to be included in the Standards
- Workgroup members were selected for each of the six standards

Actions

- Formative review process established
- Content was submitted and feedback was received from team members
- Content was edited to avoid duplication
- Draft Standards were distributed for public review
- Copywrite was obtained
- Published Standards announced at the State Convention in October 2023



Professional School Counselor Development

ELEMENT 1A: LEADERSHIP - Effective school counselors emphasize leadership in the creation of comprehensive school counseling programs. School counselors exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity

ELEMENT 1B: REFLECTIVE & ETHICAL PRACTICE - Effective school counselors emphasize the importance of upholding ethical mandates and developing a critical reflective practice.

ELEMENT 1C: PROFESSIONAL DEVELOPMENT - Effective school counselors continuously refine their skills, expand their knowledge base, and enhance their effectiveness in supporting the academic, personal, and social growth of their students through ongoing professional development.

ELEMENT 1D: CULTURALLY AND LINGUISTICALLY RESPONSIVE SCHOOL COUNSELING - Effective school counselors recognize and leverage the cultural assets and resources students of diverse backgrounds, rejecting biased or stereotypical materials and enhancing the curriculum to embrace their heritage.



School-Based Mental Health

ELEMENT 2A: SCHOOL-WIDE MENTAL AND BEHAVIORAL HEALTH

PROMOTION - Effective school counselors focus on preventive care rather than reactive. Activities associated with this standard include preventing academic and/or social problems by building a healthy learning environment for students. This includes building systems and addressing policies where mental and behavioral health are valued and prioritized and by employing inclusive and culturally responsive strategies that reduce stigma and remove systemic barriers.

ELEMENT 2B: COMPREHENSIVE MENTAL HEALTH SERVICES FOR

IDENTIFIED STUDENTS - Effective school counselors play a vital role in early identification of students or subgroups who display early signs and symptoms of mental health problems through specialized support services.

ELEMENT 2C: ADDRESSING ACUTE AND CHRONIC MENTAL HEALTH

NEEDS - Effective school counselors are at the intersection of education with intensive support systems to address acute and chronic mental health needs of students. This includes conducting suicide assessments and working as a conduit for therapeutic treatment of students.



School
Counseling
Domains:
Academic,
Postsecondary &
Social Emotional
Development

ELEMENT 3A: ACADEMIC DEVELOPMENT - Effective school counselors foster academic excellence and success for all students by considering individual strengths, needs, and challenges. School counselors collaborate with various educational partners to provide appropriate support, eliminate barriers, and guide students on their educational pathways, contributing to a positive and empowering learning experience for all students within the school community.

ELEMENT 3B: POSTSECONDARY DEVELOPMENT - Effective school counselors work within a cradle to career support system. In a scope and sequence frame, they educate students at all grade levels and prepare students to access various postsecondary options and provide comprehensive information regarding career pathways and financial aid to support informed decision making. Additionally, they educate students and caregivers on the sequential steps needed to prepare for admission into postsecondary institutions and workforce opportunities.

ELEMENT 3C: TRANSFORMATIVE SOCIAL EMOTIONAL DEVELOPMENT - Effective school counselors provide grade-level appropriate Social Emotional Learning (SEL) lessons, fostering emotional intelligence and well-being in students. This comprehensive approach integrates SEL principles into a schoolwide skill-building system, aligned with grade-level standards and SEL benchmarks, ensuring a positive and lasting impact on students' lives both inside and outside the school environment.



Multi-Tiered Systems of Support

ELEMENT 4A: CA MTSS FRAMEWORK - Effective school counselors design and deliver programs and services aligned with the California MTSS framework.

ELEMENT 4B: DATA INFORMED DECISION MAKING - Effective school counselors utilize data to inform decision-making and drive improvements in student outcomes.

ELEMENT 4C: SYSTEMS - Effective school counselors foster a school-wide approach aimed at enhancing and refining MTSS to better meet the needs of all students through establishing collaborative partnerships.



Indirect Services:
Coordination,
Collaboration,
Consultation, &
Supervision

ELEMENT 5A: COORDINATION & COLLABORATION - Effective school counselors emphasize working together with various partners within the school and the broader community to enhance school-based services.

ELEMENT 5B: CONSULTATION - Effective school counselors engage with consultees (parent, teacher, administrator, etc.) with the primary objective of fostering positive change in students.

ELEMENT 5C: SUPERVISION - Effective school counselors take on the responsibility of overseeing and guiding various professionals, agencies, volunteers, paraprofessionals and pre-service school counselors who provide pupil personnel related services within the school setting as required in law (80049.1(c)).

Creating and
Maintaining Safe,
Supportive, and
Inclusive
Environments for
Student Well-
Being

ELEMENT 6A: SCHOOL CLIMATE - Effective school counselors foster a positive school climate promoting inclusivity, empathy, and respectful interactions among students and staff in order to reduce conflict.

ELEMENT 6B: SCHOOL SAFETY - Effective school counselors contribute to a safe and secure learning environment by being accessible for reporting threats, intervening with students involved in unsafe behaviors and incorporating substance abuse prevention measures.

ELEMENT 6C: SCHOOL ENGAGEMENT - Effective school counselors foster academic, social, and personal engagement through strategies that promote involvement, collaboration, and a sense of belonging within the school community.

Breakout Group Activity

1. Get Into Groups

You'll be assigned one standard to discuss in-depth. Your facilitator will provide you with the specific standard for your group.

2. Discuss In-Depth

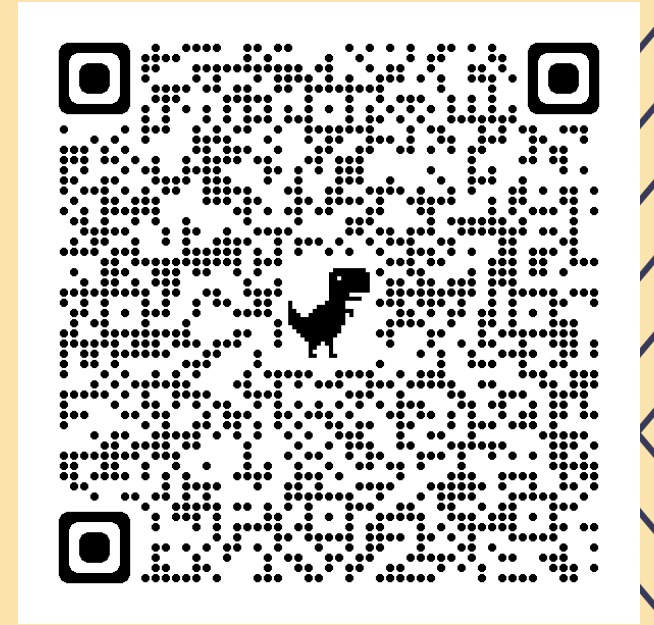
Dive deep into the assigned standard. Consider its significance in education and its potential impact on students.

3. Brainstorm Implementation

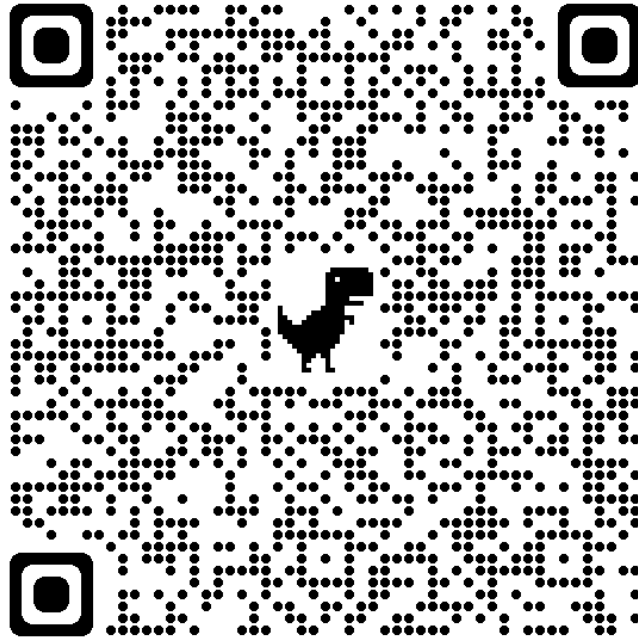
After discussing the standard, brainstorm creative and practical ways to implement it in your respective schools.

4. Prepare to Share Out

Share your ideas with the whole group.



Link to Rubric



California Standards for School Counseling Profession – Rubric



This Rubric for the *California Standards for the School Counseling Profession* is a tool for assessing a practitioner’s proficiency within 19 key elements. Ratings range from Emerging (basic understanding) to Accomplished (competent) to Distinguished (exceptional). This tool helps gauge a counselor’s effectiveness in these areas in order to guide professional growth and development. A "No Activity" rating may indicate a need for improvement or further training. The elements are further tailored by indicators, which can be accessed by the QR Code or at www.schoolcounselor-ca.org.

Standards	Description	Elements	Emerging	Accomplished	Distinguished	No Activity	Indicators/Evidence
1 Professional School Counselor Development	Emphasizes continuous professional growth and commitment to evolving student needs	ELEMENT 1A: LEADERSHIP - Effective school counselors emphasize leadership in the creation of comprehensive school counseling programs. School counselors exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		ELEMENT 1B: REFLECTIVE & ETHICAL PRACTICE - Effective school counselors emphasize the importance of upholding ethical mandates and developing a critical reflective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		ELEMENT 1C: PROFESSIONAL DEVELOPMENT - Effective school counselors continuously refine their skills, expand their knowledge base, and enhance their effectiveness in supporting the academic, personal, and social growth of their students through ongoing professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		ELEMENT 1D: CULTURALLY AND LINGUISTICALLY RESPONSIVE SCHOOL COUNSELING - Effective school counselors recognize and leverage the cultural assets and resources of students of diverse backgrounds, rejecting biased or stereotypical materials and enhancing the curriculum to embrace their heritage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

How can you leverage these standards to align and advocate for best practices within your role?



Brainstorm

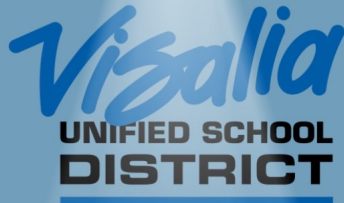



The Visalia Continuum of Professional Practice for School Counselors is based on the California Standards for the School Counseling Profession and is aligned with the California Continuum of Teaching Practices. This Continuum is intended to be used as a guide for School Counselors as they develop, refine, and extend their practice. This Continuum is to be used by School Counselors and administration as a tool for self-reflection, setting professional goals, launching a cycle of inquiry, and to guide, support and accelerate the ongoing professional growth focused on student achievement and is not designed to be for use as a stand-alone observation or evaluation instrument.

SELECTED ELEMENTS FOR PROBATIONARY COUNSELORS ONLY

Standard One: PROFESSIONAL SCHOOL COUNSELOR DEVELOPMENT Effective school counselors emphasize leadership in the creation of comprehensive school counseling programs. School counselors exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity.				
Element	Indicator <i>These are examples and description of practice for each element</i>	Exploring <i>Counselor is in the beginning stages of development toward these elements</i>	Applying <i>Counselor is showing progress and developing toward implementation of these elements</i>	Integrating <i>Counselor incorporating established and adopted indicators of these elements</i>
Element 1 A: LEADERSHIP: Effective school counselors emphasize leadership in the creation of comprehensive school counseling programs. School counselors exhibit leadership qualities through collaboration, advocacy, utilizing measurable student outcomes, and a dedication to social justice and equity.	Indicator 1A-1: develop action plans to yield measurable student outcomes that demonstrate intentionality within the scope of services delivered to all students.			
	Indicator 1A-2: promote meaningful change within school communities by strategizing on programmatic needs and gaps in service delivery, and by inspiring solution-focused transformations that benefit students, teachers, administrators, caregivers, and district leaders.			
	Indicator 1A-3: communicate the appropriate roles, responsibilities, and duties related to the school counseling profession with educational partners, including, but not limited to students, teachers, administrators, district leaders, board members, families			

District Spotlight

Updated Counselor Evaluation

Pilot Year

- Counselor evaluations needed to be reviewed and updated
- Allows opportunity to transition to new Counseling Standards.

Continuum of Professional Practice for School Counselors

- Based on CA standards for School Counselors
- Aligned with CA Continuum of Teaching Practices

Collaborative Meeting

- Counselor reps from each grade level and HR met
- Counselling standards, Counseling evaluation forms and Continuum reviewed
- Probationary standards and elements determined

Final Review

- Updated counselor evaluation form
- Counselor reps from each grade level and HR met
- Included site administrators and HR

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<http://caassociationofschoolcounselors.square.site/>

Questions?



Heartbeat Video CASC

“Heartbeat” on Vimeo