

Delineation of Academic and A-G PSA Counselor Roles

A-G Diploma Program Local District PSA Specialist		A-G Diploma Program Dropout Prevention PSA Coordinator	
Type	Supplemental	Supplemental	
Role	Administrative Support	Administrative Support	
Location	Local District/Headquarters	LAUSD Headquarters	
Supervisor	A-G Diploma Program PSA Coordinator	Director, Pupil Services	
Targeted Students	Universal	Universal	
Purpose/Goals	The Specialist supports the development and implementation of the A-G Diploma/College Empowerment programs and services; works collaboratively with stakeholder groups, as well as District administrators and staff in addressing the needs of foster, probation, homeless, and/or other targeted, at-risk student populations; supervises and directs the activities and services of Pupil Services and Attendance (PSA) a employees.	The A-G Diploma Program PSA Coordinator, coordinates and directs the activities and services of PSA Specialists and Counselors; participates with other District personnel, public and private community agencies and organizations, and law enforcement agencies to meet the child welfare and attendance needs of students and goals of the A-G Diploma Program.	
Responsibilities	<ul style="list-style-type: none"> ▪ Assists with the development, implementation, and management of A-G Diploma, College Empowerment and Pupil Services programs and initiatives ▪ Assists with staff development and implementation of trainings regarding student data analysis, as well as service delivery policy and practice ▪ Ensures that data collection is completed by all staff ▪ Assigns cases to school-site/local district counselors and monitor progress of students assigned ▪ Documents services rendered for identified students; submits monthly Summary of Services Log to coordinator and/or director. ▪ Ensures that federal, state, and District mandates regarding educational rights and access issues are met ▪ Ensures that program services and support align with federal, state, and District requirements ▪ Monitors course credit completion and progress toward graduation for identified student population and provides support for post-secondary academic opportunities (e.g., AB167/216, AB 1806) ▪ Compiles, analyzes, and monitors program and service outcome accountabilities identified through the Local Control and Accountability Plan (LCAP) as well as CORE Waiver as applicable ▪ Ensures that school site personnel have training and policy guidance on foster, probation, and homeless youths' rights to remain in school of origin and to prompt enrollment and transfer of records, including partial credits, when changing schools ▪ Identifies and coordinates additional instructional and support services for foster care, group home, and/or identified at-risk students ▪ Regularly reviews and assesses data related to student enrollment, attendance, behavior support, adjustment, academic achievement, and progress towards graduation ▪ Assists with the development and/or revision of District policy bulletin(s) ▪ Facilitates regularly scheduled collaborative meetings between DCFS, Probation, LACOE, group home administrators, other LAUSD personnel, and/or other community-based or governmental organizations involved in the care, supervision, and/or support of identified at-risk student population ▪ Monitors program funding accountabilities (e.g., academic testing/student demographic and outcome reporting) ▪ Provides staff training and monitors implementation of dropout prevention, intervention, and recovery efforts, including evidence-based counseling services (e.g., CBITS, motivational interviewing, goal setting, growth mindset, character development) ▪ Recruits, hires, and trains classified and certificated staff ▪ Communicates with Local District Administrators and staff 	<ul style="list-style-type: none"> ▪ Oversees the development and implementation of the A-G Diploma Program ▪ Provides administrative oversight to approximately 150 employees in the A-G Diploma Program and College Empowerment program ▪ Recruits, hires, supervises, and evaluates Counselors, PSA and/or classified staff ▪ Evaluates and supervises specialists who provide direct supervision and support to PSA Counselors ▪ Maintains ongoing communication and collaboration with Division of Instruction to ensure program implementation is in an alignment with Title I mandates, as well as District initiatives ▪ Provides LAUSD SHHS executive leadership and Pupil Services leadership with regular updates on program implementation and progress ▪ Develops and maintains data collection and analysis plans to ensure services are being delivered in an effective and efficient manner ▪ Maintains ongoing communication with all stakeholders regarding program implementation and updates including principals and local district staff ▪ Develops professional development plans for school sites on dropout prevention, intervention, and recovery strategies ▪ Maintains knowledge base on current federal, state and local policies relevant to dropout prevention ▪ Monitors budget and maintains fiscal oversight of funding sources including A-G and Targeted Student Populations (TSP) ▪ Ensures program implementation adheres to all program and fiscal mandates ▪ Conducts on-going data review, needs assessment, and evaluates effectiveness of the program and services provided ▪ Analyzes and evaluates the alignment and effectiveness of services to address the needs of TSP ▪ Plans, coordinates, and conducts monthly professional development for assigned staff ▪ Collaborates with school site and District staff to implement school-specific and/or District-wide initiatives and activities to improve on-track, attendance, and graduation rates and reduce dropout rates ▪ Advocates and follows-up on issues related to school stability, enrollment, transfer, withdrawal of students (i.e., disproportionately low income, foster youth, homeless students, English learners) ▪ Serves as a member of the crisis response team as required. 	

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A-G Diploma Program Pupil Services and Attendance Counselor		College Empowerment School Social Worker
Type	Supplemental	Supplemental - Grant
Role	Direct Services	Direct Services
Location	Zone of Support, Comprehensive HS/Option HS/Select Middle School	Co-Located Zones of Support/Comprehensive HS/Option HS
Supervisor	Pupil Services, A-G Diploma Program LD Specialist	Pupil Services, A-G Diploma Program Specialist, Headquarters
Targeted Students	Tier 2 and Tier 3 students	Tier 1/ On-Track students who are in foster care, living in poverty, experiencing homelessness, and/or English Learners
Purpose/Goals	A-G Diploma Program focuses on dropout prevention, A-G intervention and credit recovery, supporting transition and articulation, and college and career readiness. Counselors work with a targeted student population in grades 9-12 that are Tier 2 (3-4 A-G courses behind) or Tier 3 (5 or more A-G courses behind) teaching high school preparedness and culmination/graduation requirements.	College Empowerment School Social Workers are part of the College Readiness Block Grant Initiative and are assigned full-time to a selected secondary school zone. These social workers will focus on mitigating barriers to college access for underrepresented student populations, maintaining a strong college going culture, increasing access to college pathways, resources, information and supporting college planning, application and transition.
Responsibilities	<ul style="list-style-type: none"> ▪ Coordinate tiered support, intervention and incentive programs for identified students in the cohort, including targeted and intensive case management ▪ Collaborate with community programs to provide a range of services that address the psycho-social and educational needs of students that have dropped out or are at risk of dropping out of school ▪ Identify students who are at-risk of dropping out using MiSiS AdHoc, MyData, and other District data systems ▪ Recover/re-engage students who have dropped out at selected school sites, working with parents and students to develop re-entry plans ▪ Coordinate and facilitate Parent/ Caregiver empowerment workshops ▪ Support the identification of students who qualify for exemptions from district graduation requirements ▪ Conduct trainings for school staff related to dropout prevention, re-entry, intervention, credit recovery opportunities and college and career readiness ▪ Develop and leverage community partnerships, parent connections and alternative educational pathways to increase credit accrual towards high school completion and reengage students ▪ Regularly visit all assigned sites within identified zone of support to ensure referred/identified students are progressing towards high school completion and/or re-enrollment at comprehensive school as appropriate. ▪ Collaborate with District personnel in the development and/or implementation of evidence-based counseling curriculum and best practices to address student needs (e.g. Growth Mindset/Social Emotional Learning curriculum) ▪ Collaborate with all SHHS and other support staff to ensure that special student populations (e.g., students in foster care, experiencing homelessness, and/or involved in the juvenile justice system) are provided with appropriate services to meet their needs ▪ Meet individually with identified students and parents/caregivers to conduct comprehensive assessments and develop individualized student support/success plans and provide intensive case management ▪ Provide intensive case management services, including counseling, home visits and on-going monitoring, and District or community referrals ▪ Collaborate and assist high school staff with articulation and implementing a Summer Bridge Program with selected feeder schools ▪ Assist staff and administrators with the completion of the school's Attendance & Dropout Prevention plan within the Safe School Plan ▪ Coordinate incentive programs for at-risk students and their parents ▪ Facilitate and/or participate in school site multidisciplinary team meetings ▪ Collect , analyze, and share student achievement and outcome data (e.g., on-track to meet A-G, attendance) ▪ Utilize the RTI² framework to monitor and evaluate the effectiveness of prevention and intervention services provided school-wide and to targeted groups of at-risk students ▪ Maintain documentation of services and student confidentiality; adhere to all legal mandates regarding limitations of confidentiality 	<ul style="list-style-type: none"> ▪ Advocates for student educational rights and resources and provides personalized support to vulnerable student populations, including foster youth, English learners, and low-income students; motivates students in setting goals, developing action plans, planning for college, and navigating the college application process in their assigned school(s). Provides content expertise to support school site personnel to successfully work with these populations ▪ Connects students to programs and community resources to help ensure students' success. ▪ Consults with school personnel regarding social and emotional needs of students and coordinates resources on behalf of students ▪ Uses quantitative and qualitative data to assess each student's unique strengths, assets, needs, and interests ▪ Provides information and guidance to students and families, including workshops, to build knowledge of college and university options, financial aid, applications, timelines, and placement test requirements, and implements targeted strategies to support academic and non-academic skills needed for college readiness and college completion. Activates and augments students' networks of support, including mentors, to ensure that students complete the academic and procedural milestones toward college access and completion ▪ Collaborates with community programs and provides a range of services that address psycho-social and educational needs of special student populations including low-income, English learners and foster youth as they navigate the college process, including scholarship opportunities and transitional activities, and independent living programs and resources ▪ Leads and collaborates with Central Office and Local District administrators in implementing the College Readiness Block Grant initiative to assist high school staff in building the capacity of stakeholders to develop and maintain a strong college going culture, including college fairs and field trips, guest speakers, workshops and presentations ▪ Assesses home, school, personal and community factors that may affect a student's learning, identifies and provides intervention strategies for students and their families, including counseling, case management and crisis intervention, as required ▪ Promotes an understanding and appreciation of factors affecting student attendance, engagement, and perceptions of college opportunities for culturally and linguistically diverse student population and supports school-wide reform efforts to strengthen the college going culture in assigned school(s) ▪ Leverages District and Community resources and services, such as those available through the Division of Student Health and Human Services programs, including Wellness Centers, the Homeless Education Program, Foster Youth Achievement Program, and Youth Source City Partnership to meet targeted students' basic needs

Delineation of Academic and A-G PSA Counselor Roles

A-G Diploma Program Lead PSA Counselor	
Type	Supplemental
Role	Technical Support and Direct
Location	Local District
Supervisor	Pupil Services, A-G Diploma Program, Specialist
Targeted Students	Support counselors as needed
Purpose/Goals	Lead PSA Counselors work with Pupil Services administrators to ensure that the educational needs of students served within the assigned Local District/Program are met. Each Lead Counselor will report directly to the Pupil Services program administrator(s), under the direction of the Director of Pupil Services.
Responsibilities	<ul style="list-style-type: none"> ▪ Supports and monitors program services, activities, and documentation in alignment with federal, state, district, and program accountabilities and mandates (e.g., comprehensive academic/psycho-social and educational assessments, child welfare and attendance protocols and interventions, compulsory education interventions, Individualized Graduation Plan monitoring, collaboration with K-12 academic counselors to support and ensure the identification of students who may qualify for exemptions from District graduation requirements) ▪ Supports the development, planning, and implementation of services to increase the attendance, academic achievement, graduation and career/college readiness of students served ▪ Provides on-going support, professional development/training, and technical assistance to school/agency-based program staff and other stakeholder groups ▪ Supports the development and revision of District and program child welfare and attendance, as well as dropout prevention, intervention, and recovery protocols, policies, and procedures ▪ Supports the identification and development of tools and best practices to improve program and service efficacy ▪ Develops and coordinate parent/caregiver education and other stakeholder groups/workshops ▪ Creates, analyzes, monitors and disseminate program/Local District specific data reports ▪ Collaborates with District and non-District personnel to ensure appropriate and coordinated services are provided for students, families, and schools ▪ Develops and leverages community partnerships in support of graduation attainment and college/career readiness for all students ▪ Ensures services rendered are in compliance with funding sources, established program goals, design and State and Federal mandates ▪ Attends monthly staff development with the LAUSD Program Administrator and other meetings as required by the Program Administrator or Director ▪ Performs related duties as assigned

Delineation of Academic and A-G PSA Counselor Roles

Position	Counseling Coordinator	College Counseling Coordinator
Type	Core	Grant
Role	Administrative Support	Administrative Support
Location	6 Local District 2 Headquarters	6 Local District 2 Headquarters
Supervisor	Director, Academic & Counseling Services	Directors Academic & Counseling Services and A-G Director
Targeted Students	Universal	Universal
Purpose/Goals	<p>Assists in developing and implementing District-wide K–12 counseling services.</p> <p>Collaborates to ensure data-driven, results-based counseling support services and programs for all K–12 students.</p>	<p>Collaboratively designs, coordinates, and manages learning opportunities focused on college readiness, planning, applying, and successfully transitioning and persisting in college.</p>
Responsibilities	<p>Uses student-centered data to design and implement LD professional development for K-12 counselors and school leaders regarding the District's comprehensive counseling and guidance program and the National Model and State Standards for School Counselors.</p> <p>Coordinates the implementation of state legislation and District policies and procedures that relate to student academic achievement to include A-G requirements, language acquisition, attendance, enrollment, promotion, graduation, and dropout prevention and recovery.</p> <ul style="list-style-type: none"> • Supports schools to integrate social/emotional learning with academic counseling practices by coordinating learning opportunities to develop, implement, and monitor K-12 counseling services for all students, including sub-groups. • Collaborates with various stakeholders to ensure data-driven, results-based counseling support services for all K-12 students. • Uses MiSiS, Certify, MyData, Schoology the School Report Card and other data sources to guide instructional decisions. • Coordinates and demonstrates how to build and maintain a student-centered master schedule that supports all students, provides equitable access, and maintains an effective and compliant instructional program. • Participates in the development of a Postsecondary Leadership Team (PLT) at each school to support students and families on planning postsecondary opportunities, monitors college readiness, enrollment and progress towards a degree. • Assists with the implementation of school-site Student Support and Progress Teams (SSPT) & Multi-Tiered Systems of Support (MTSS). • Coordinates the submittal of the UCOP approved course lists and new course writing process. • Develops and delivers PD on strategies to: <ul style="list-style-type: none"> ○ maintain accurate records documenting student progress towards graduation. ○ communicate assessment results to students, parents, and teachers. ○ guide students to effectively utilize the educational opportunities and resources within the school, school system, and community and assists to make such referrals and contact. • Collaborates with College Counseling Coordinators to support the rollout and implementation of Naviance. • Monitors IGP completion. 	<p>Supports the implementation of Naviance.</p> <p>Focus on dissemination of skills and capacities developed via the College Counseling Collaborative to increase college readiness.</p> <p>Develops and delivers professional development on college readiness strategies to guide students to effectively utilize the educational opportunities of the school; recommends available resources within the school, school system, and community to meet the post-secondary needs of individual students; and assists in making such referrals and contact.</p> <ul style="list-style-type: none"> • Builds the capacity of school counselors, staff and families to support and promote academic preparation and planning for college and career readiness. • Supports the development of a Postsecondary Leadership Team (PLT) at each school site with the focus on assisting and supporting students and families on planning postsecondary opportunities, monitoring college readiness, enrollment and progress towards a degree. • Creates resources, tools and opportunities to support student understanding of post-secondary choices and provides guidance on college planning and extracurricular activities as well as advanced learning options and college test preparation. • Provides professional development to counselors and staff in order to support the development of “soft skills”, i.e. time management and organization. • Creates systems to guide students and families about applying for financial aid and assisting with college affordability planning. • Creates and provides students with tools and supports to navigate the college application and admission process. • Designs and provides tools that support purposeful transition from high school graduation to college enrollment. • Facilitates the Concurrent Enrollment/AB288 Agreement process. • Leads the rollout and implementation of Naviance.

Delineation of Academic and A-G PSA Counselor Roles

	Academic Counselor (Secondary)	Academic Counselor (College Counseling Area of Focus)
Type	Core	Core/Supplemental
Role	Direct Services	Direct Services
Location	Normed per secondary school	School Discretion
Supervisor	Principal or designee	Principal or designee
Targeted Students	Universal	Universal
Purpose/Goals	Provides counseling services to secondary students for the early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment.	Primary function of identifying for students the coursework and preparation needed for college admission and assisting high school seniors and their families in the college application and financial aid processes.
Responsibilities	<p>Uses data to program and place all students into academically appropriate and rigorous classes that will prepare them to meet all graduation and A-G requirements.</p> <p>Provides guidance to students in matters regarding graduation, college entrance requirements, and scholarships; consults with parents and school personnel as a means of helping students with educational and personal problems that may be interfering with their learning and success in school.</p> <ul style="list-style-type: none"> • Responsible for monitoring student academic progress that includes IGP documentation on MISIS. • Coordinates and facilitates the SSPT process • Responsible for student academic programing based on their individual academic needs • Parent Engagement: <ul style="list-style-type: none"> ○ Linking families and students with appropriate community resources as needed. ○ Conducts informational meetings and workshops on topics including graduation requirements, college readiness, credit recovery and resources available at the school and in the community. • Responsible for recruitment, advisement, case management for Dual/Concurrent enrollment. • Responsible to ensure accuracy of transcripts at all times. • Serves as administrative designee or participants at IEP's. • Leads advisory workshops for students on differentiated topics. • Monitors student progress weekly and communicates with parents when student fall into at risk status. • Supports the PLT's plan on completion of Naviance grade level tasks. • Develops programs, including the delivery of guidance lessons, to address student attitudes, understanding of self and others, personal health and safety, communication skills, peer relationships, goal-setting/decision-making, conflict resolution, career awareness, college preparation, and post-secondary planning. 	<p>Assisting students and their parents in identifying colleges and universities that meet the particular needs of each student.</p> <p>Publicizing and providing information about college readiness, mentorship and student support programs for 9th through 12th grade students.</p> <ul style="list-style-type: none"> • Coordinates college admissions assessments such as PSAT, SAT, AP and ACT. • Coordinates college representative meetings and college fairs. • Responsible for yearly coordinating and updating the UCOP list. • Responsible for assisting student in the college application process including admission, financial aid and transitioning to post-secondary colleges and universities on individual, small group and universal levels for students and families. • Coordinates resources to support students and families through the financial aid process on individual, small group and universal levels. • Serves as liaison for Dual and Concurrent enrollment programs under AB288. • Serves as liaison for various community partnerships, such as GEAR UP and Upward Bound to create a college going culture. • Provides professional development to school staff on best practices in creating a college going culture and in preparing students for college access, enrollment and persistence. • Proficient in the usage of Naviance as the main tool to support student college access. <p><i>****The duties of College Counseling may be shared or designated to an individual Counselor.</i></p>