UNIFIED SCHOOL DISTRICT

Redlands

Academic Case Carrier and Elementary Counselor Programs
Every Child Counts Symposium
February 6, 2020
Deb Dennis, M.S., P.P.S.

Elementary Counselor
Redlands Unified School District
Sophia Malsher-Lopez, M.A., P.P.S.

Academic Case Carrier

Redlands Unified School District
Peter Lock, Ed.D.
Coordinator, Foster Youth & Student Support Services
Foster/Homeless Liaison
Redlands Unified School District
Local Control Accountability Plan (LCAP) is about moving achievement of At-Risk students forward in a measurable manner, in a transparent way...
Purpose

LCAP expenditures are judged based upon the improvement demonstrated by Foster and Homeless Youth, Low Socio-Economic Students (SES), and English Learners (EL)
What We’re Trying to Improve

Graduation Rates
Standardized Testing Results
School Climate
College Preparation
Career Preparation
English Learner Designations
Attendance Rates
Lower Drop-Out Rates
January 2016: In addition to existing counseling services, RUSD added instructional/academic support “Academic Case Carriers” who focus on a caseload of Foster and Homeless Youth/Low SES/EL students to improve academics, attendance, behavior, and participation in college & career tech pathways.
ACC Goals

• Make sure student is in best position possible to earn high school diploma
  • Improve attendance
  • Make up credits

• Connect & assist student to post-high school opportunities
  • College; Career Pathways; Trade programs at Community College

• Cut through the academic red-tape

• Be the person who makes the difference!
Added the following:

- Coordinator, Foster Youth & Student Support Services
- Counselor Student Services
- Academic Case Carrier Counselors (9)
- Support Staff (2)
- Intervention & tutoring programs

(Originally $1.9 million - included creating office space, and purchasing desks and computers)
January 2017: RUSD added Elementary Counselors who focus on a caseload of Foster and McKinney-Vento students to improve attendance, social skills, and behavior; Elementary Counselors also work with other students via individual and small group counseling.
Added the following (2017):

- Lead Elementary Counselor
- Elementary Counselors (6)
- (Approximately $900,000)
- (2019): Now staffed with 16 Elementary Counselors
TED Talk: Every Kid Is One Adult Away from Being a Success Story – Josh Shipp
Identifying ACC Students
Criteria for Identification

• Identify eligibility list through Aeries Analytics

• Identifying factors include:
  • Foster Youth (40 points)
  • Homelessness (20 points)
  • EL Student/CELDT scores (up to 10 points)
  • Chronic absences/attendance concerns (20 points)
  • Low Core academic grades (up to 20 points)
  • Non-Graduation status (up to 20 points)
  • SES (20 points)
  • GATE (-5 points)
  • Special Education (-40 points)
  • Trauma (30 points)
Aeries Analytics
My parents didn’t finish high school so they can’t help me with this stuff. I’m glad you’re asking me all these questions.

- High School Student
Services & Support

List of 450 most at-risk students created

- **Levels**
  - **Red**: three contacts per week
  - **Orange**: mandatory two contacts per week
  - **Yellow**: one or two contacts per week
  - **Green**: one contact per week
  - **Blue**: one contact every two weeks

- List divided among Academic Case Carriers
  - Approximately 50 students per Academic Case Carrier
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Red</th>
<th>Orange</th>
<th>Yellow</th>
<th>Green</th>
<th>Blue</th>
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<td>✔</td>
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<td>Experienced Trauma in Past</td>
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## Typical Services for Each Level

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<th>Red 3x Wkly</th>
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<td>Number of Students on Caseload</td>
<td>10-12 students</td>
<td>5-7 students</td>
<td>14-16 students</td>
<td>11-13 students</td>
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<td>✔️</td>
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<td>Homework Assistance &amp; Motivation</td>
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<td>Participate in Grade/Credit Recovery</td>
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<td>Graduation Requirement Catch up</td>
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<td>✔️</td>
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</table>
Data, Accountability, & Tracking

**Aeries:**

- We track attendance, grades, discipline, and test scores
- Reports run to track number – and types - of student contacts
Accountability

I can’t be absent because I might miss you. You don’t tell me which class you are going to pick me from; it’s like a surprise!

- Middle School Student
ACC/EC Roles & Responsibilities
Elementary Counselors

• All Elementary Counselors have their PPS credentials
• ECs are assigned to specific school site; each elementary school in Redlands has a full-time EC
Elementary Counselors

• Focus on social skills, behaviors, and attendance
  • Do not focus on academics…but will discuss when needed
• Focus on successful and positive behaviors
• Work with sites’ programs (i.e., PBIS, Peaceful Playground, Character Counts, etc.)
Academic Case Carriers (ACC)

• All Academic Case Carriers (ACCs) have their PPS credentials
• ACCs follow students – as opposed to being assigned to schools
  • They follow students throughout the students’ career in Redlands Unified School District
• ACCs have at least two schools (a high school and a feeder middle school) – but no more than four schools
Follow Students

I’m so glad [my child] is in this program. I feel a lot better knowing you are going to be with him until graduation.

- High School Parent
• ACCs do not take over the responsibilities of school guidance counselors
  • They support...but do not take away or replace
• ACCs do not enroll students in classes, or officially determine graduation status (i.e., AB216 or AB1806)
  • They do support the guidance counselors with these responsibilities
• ACCs do not run IEPs or 504 meetings
  • They are present to support students, families, and site counselors
• ACCs are an additional layer of support:
  • Help bridge the gaps between the school, home, and community resources

• Because of smaller, more focused caseloads, ACCs are able to do what site counselors do not have the time to do
Flex Scheduling

• **Key component: Flex Scheduling**

• ACCs/ECs may come to work later on days they have Credit Recovery or Parent Nights

• ACCs/ECs work occasional days during Winter, Summer, and Spring Breaks to keep active with students
  - *Work 195 days – same as site counselors*

• Potential to take time from last two weeks of semester and move to Winter, Spring, and Summer Breaks
Tutoring and Support

• ACCs run their own tutoring/homework clubs at sites before school, during lunch, and/or after school to extend the school day
Credit Recovery

• After school Credit Recovery courses focus on our ACC students:
  • Modules specially designed for ACC students (one credit at a time)
  • Since April 2016, our students have earned 238.5 credits through our ACC Credit Recovery
  • Sites now using our ACC courses for students with partial credits
Internal Data Collection
### Data Collection

Every time a student adds or drops, we update our master list.

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<th>Name</th>
<th>Status</th>
<th>Reason</th>
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<td>x</td>
<td>Cope</td>
<td>RHS</td>
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<tr>
<td>9/28/2018</td>
<td>Douglas</td>
<td>x</td>
<td>Moore</td>
<td>RHS</td>
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<tr>
<td>10/2/2018</td>
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<td>x</td>
<td>OHS</td>
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</tr>
<tr>
<td>10/2/2018</td>
<td>Reddick</td>
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<td>450 List</td>
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<td>Reddick</td>
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<td>x</td>
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<td>x</td>
<td>RHS</td>
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<td>REV</td>
<td>McKinney-Vento</td>
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<td>x</td>
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EC Lists

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<th>School</th>
<th>Last Name</th>
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<th>Teacher name</th>
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ECs receive an updated list every few weeks that identifies students by teacher with monthly attendance percentages.
ACCs receive an updated list every few weeks that identifies students by site and counselor, with current number of Fs, GPA, and attendance percentages.
Data Collection

Students’ GPA and attendance are tracked each semester by ACC, site counselor, and length in program
Student lists are also run alphabetically for ease of determining overall GPA and attendance averages.
Data Collection

We keep track of seniors’ credits and review every three weeks to remain current with their progress.
Student Interactions

• Academic Case Carriers (Fall 2019)
  • 193 student meetings regarding attendance
  • 114 post-graduation meetings
  • 150 “other” (i.e., parent/staff contact)
  • 494 social-emotional support meetings
  • 1,615 academic meetings
  • Over 3,925 documented interactions in the first semester
Student Interactions

- Elementary Counselors (Fall 2019)
  - Supplies to over 496 students
  - 1,629 small group contacts
  - 333 classroom lessons
  - 1,037 meetings about behavior
  - 1,293 parent/guardian contact
  - 197 contacts with outside agencies
  - 5,886 social emotional support meetings
  - Over 9,236 documented meetings for this semester
Focused Training

Academic Case Carriers and Elementary Counselors have visited community organizations, and attended various trainings over time - some of which include:

- Youth Mental Health First Aid (YMHFA) training
- Actions & Services for Foster Youth: Preparing Students for Graduation & Beyond Symposium
- Inspire Life Skill Housing Training
- SBCSS Foster Youth Training
- Mental Health / Crisis Counseling Training
- Ending the Game: Human Trafficking
- Piecing it Together: Foster & Homeless Symposium
- SBVC Guardian Scholars (Foster Youth) Conference
- Safe Spaces Ally Training (via University of Redlands)
- Juvenile Intervention Program (San Bernardino Sheriffs’ Dept)
- Project HOPE (San Bernardino Sheriffs’ Dept)
- Community Resiliency Model training (with Christian Counseling Services)
- Children’s Network Conference
- RUSD Counselor Collaboration Meetings
- Every Child Counts Symposium
- Wellness Summer Conference
- Riverside and San Bernardino Foster Youth Summit
- Creative Insights Counseling
- Inland Empire Immigrant Youth Coalition
- Family Engagement Network
- SBCSS Counselor Network Meetings
- Job Corps
Connections to Community

- ACC and EC Programs work with community organizations:
  - River Stones Group Home
  - Youth Hope
  - Our House Shelter
  - Redlands Charitable Resource Coalition (RCRC)
  - Assistance League of Redlands
  - Angels’ Closet [angels-closet.org] – local non-profit
  - Christian Counseling Service
  - San Bernardino County Foster and Homeless Liaisons
  - University of Redlands’ Community Learning Service Dept
  - Children’s Fund
  - Santa Claus, Inc.
  - Inland Empire Immigrant Collective
  - San Bernardino Community College District Work Force
  - Crafton Hills College Foster Committee
  - Family Services of Redlands
  - Deborah’s and Hannah’s Houses of Hope
We’re Making a Difference
Elementary Counselors
EC Program Demographics

Percentage of Targeted Students

2019-2020

Foster | Homeless | Low SES

Gender

Male | Female

REDLANDS UNIFIED SCHOOL DISTRICT
Elementary Counselors: Attendance Data
Program Statistics

EC Avg Elementary School Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-17</td>
<td>93.14</td>
</tr>
<tr>
<td>17-18</td>
<td>92.89</td>
</tr>
<tr>
<td>18-19</td>
<td>94.73</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>94.48</td>
</tr>
</tbody>
</table>

90% Chronic Attendance
Program Statistics

EC Avg Elementary School Attendance

96.41 95.63 95.25 96.45

93.14 92.89 94.73 94.48

16-17 17-18 18-19 Fall 2019

90% Chronic Attendance

Elementary School  Foster
Academic Case Carriers
ACC Demographics

Percentage of Targeted Students

- Foster
- Homeless
- Low SES
- EL
- Seniors


Gender

Male, Female, Other
Demographics

Redlands Unified

Hispanic: 49%
White: 28%
African American: 6%
All Other: 17%

ACC Program

Hispanic: 62%
White: 21%
African-American: 18%
All Other: 6%
Academic Case Carriers: Attendance Data
Program Statistics

ACC Average Middle School Attendance

<table>
<thead>
<tr>
<th>Semester</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>90.56</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>92.47</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>91.65</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>92.37</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>93.08</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>90.44</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>93.42</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>90% Chronic Attendance</td>
</tr>
</tbody>
</table>

Middle School
Program Statistics

ACC Average High School Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>90.56</td>
<td>89.62</td>
</tr>
<tr>
<td>2017</td>
<td>92.47</td>
<td>91.38</td>
</tr>
<tr>
<td>2018</td>
<td>93.04</td>
<td>93.04</td>
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<tr>
<td>2019</td>
<td>93.08</td>
<td>90.44</td>
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<tr>
<td>2020</td>
<td>92.5</td>
<td>93.42</td>
</tr>
</tbody>
</table>

90% Chronic Attendance

Middle School

High School
Program Statistics

ACC Overall Average Attendance

- Middle School
- High School
- ACC Average

Spring 2016: 90.56
Fall 2016: 92.47
Spring 2017: 91.93
Fall 2017: 92.71
Spring 2018: 93.04
Fall 2018: 93.08
Spring 2019: 93.42
Fall 2019: 92.96

90% Chronic Attendance
Program Statistics

Digging into that high school data just a little more...
Program Statistics

ACC Average High School Attendance

Spring 2016: 89.62
Fall 2016: 91.38
Spring 2017: 91.18
Fall 2017: 93.04
Spring 2018: 92.48
Fall 2018: 90.25
Spring 2019: 92.5
Fall 2019: 90% Chronic Attendance

High School

90% Chronic Attendance
Program Statistics

ACC Average High School Foster Attendance

- Spring 2016: 89.62
- Fall 2016: 91.38
- Spring 2017: 91.18
- Fall 2017: 93.04
- Spring 2018: 92.48
- Fall 2018: 90.04
- Spring 2019: 92.5
- Fall 2019: 95.37

High School Foster Attendance

90% Chronic Attendance
Academic Case Carriers: GPA Data
Program Statistics

ACC Average Middle School GPA

2016 March  Spring 2016  Fall 2016  Spring 2017  Fall 2017  Spring 2018  Fall 2018  Spring 2019  Fall 2019

Middle School
Program Statistics

ACC Average High School GPA

- 2016 March: 2.19
- Spring 2016: 2.01
- Fall 2016: 2.03
- Spring 2017: 2.16
- Fall 2017: 2.08
- Spring 2018: 2.02
- Fall 2018: 2.12
- Spring 2019: 2.26
- Fall 2019: 2.15

Middle School: Blue
High School: Green
Program Statistics

ACC Average Overall GPA

- Middle School
- High School
- Overall Avg
Once again, digging into that high school data a little more...
Program Statistics

 ACC Average High School GPA

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 March</td>
<td>1.9</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>2.01</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>2.03</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>2.08</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>2.02</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>2.11</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>2.26</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>2.15</td>
</tr>
<tr>
<td>Fall 2019</td>
<td></td>
</tr>
</tbody>
</table>
Program Statistics

ACC Average High School Foster GPA

- 1.9
- 2.01
- 2.03
- 2.08
- 2.02
- 2.11
- 2.26
- 2.15
- 2.56
- 2.79

- 0
- 0.5
- 1
- 1.5
- 2
- 2.5
- 3

- 2016 March
- Spring 2016
- Fall 2016
- Spring 2017
- Fall 2017
- Spring 2018
- Fall 2018
- Spring 2019
- Fall 2019

High School
Foster
Graduation Rates

ACC Graduation Rate

RUSD Average 93.3%

2018 State Average 83%

Spring 2016 81.30%
Spring 2017 88.00%
Spring 2018 87.70%
Spring 2019 88.00%
Graduation Rates

ACC Foster Graduation Rate

2018 State Average 83%

2018 Foster Youth State Average: 59.7%

Spring 2016: 81.30%
Spring 2017: 92.7%
Spring 2018: 100%
Spring 2019: 90.00%

Seniors
Foster Youth
Senior Stats

• 2016 Comprehensive HS ACC Seniors:
  • 35 of 43 graduated (81.3%)
    • (District Average: 93.3%)
  • 9.3% were A - G ready
    • (District Average: 52%)
  • Successfully completed 25 AP classes

CollegeBoard
Advanced Placement
Program
Senior Stats

• 2017 Comprehensive HS ACC Seniors:
  • 66 of 75 graduated (88%)
    • (District Average: 93.3%)
  • 9.2% were A - G ready
    • (District Average: 52%)
  • Successfully completed 32 AP classes
Senior Stats

• 2018 Comprehensive HS ACC Seniors:
  • 50 of 57 graduated (88%)
    • (District Average: 93.3%)
  • 19.2% were A - G ready
    • (District Average: 52%)
  • Successfully completed 38 AP classes

CollegeBoard
Advanced Placement Program
Senior Stats

- 2019 Comprehensive HS ACC Seniors:
  - 44 of 50 graduated (87.7%)
    - (District Average: 93.3%)
  - 27% were A - G ready
    - (District Average: 52%)
  - Successfully completed 91 AP classes
For the last three years, RUSD’s Foster Youth have consistently remained in the top 25% in graduation rates, as well as math and English scores on the CAASPP...and are only one of three districts to recognized in San Bernardino County to have remained in the upper quartile for multiple achievement categories (as verified by CSUSB research)
Academic Success

This is why we do what we do. Sometimes it’s hard to believe that I get paid to do this.

- Ruth, Academic Case Carrier
Deb Dennis
Elementary Counselor

Sophia Malsher-Lopez
Academic Case Carrier
UNIFIED SCHOOL DISTRICT

Redlands

peter_lock@redlands.k12.ca.us
deb_dennis@redlands.k12.ca.us
sophia_lopez@redlands.k12.ca.us
www.redlandsusd.net

Academic Case Carrier and Elementary Counselor Programs