

# CORNING UNION HIGH SCHOOL



## Support Personnel Accountability Report Card 2009-2010

643 Blackburn Avenue  
 Corning, CA 96021  
 School Year: Traditional  
 Principal: Charlie Troughton  
 Enrollment: 937  
 CUHS Counseling Department: (530) 824-8010  
 Website: www.corninghs.org

*"A continuous improvement document  
 sponsored by the California Department of  
 Education and the Los Angeles County  
 Office of Education."*



### CORNING UNION HIGH SCHOOL

#### Principal's Comments

The Student Support Personnel Team (SSPT) at Corning Union High School (CUHS) plays a critical role in the academic, career, and personal development of our student population. Our SSPT has been recognized for its efforts over the past seven years, having received the California Department of Education Diamond Award of Excellence for implementing the National Standards for School Counseling Program. As a result of this recognition, the SSPT Accountability Report Card will be integrated into our Local Educational Agency (LEA) plan and its addendum which contains our single plan for student achievement. The CUHS SSPT achieved its 2008-2009 Focus for Improvement goals. The school district has facilitated the creation of a county-controlled website that will grow over the course of time. CUHS was also the recipient of the Helping Others Pursue Education (HOPE) grant which has allowed us to accomplish our goal of expanding counseling resources. In addition, the SSPT plays a vital role in ensuring a safe learning environment for all students. Because of the efforts of the team, our students will continue to be supported. Beginning January 2009, the SSPT at CUHS has identified two areas of focus for improvement. The areas include:

1. To purchase and implement a more effective and efficient student data information system.
2. To implement the Class Action (early intervention) research based program targeting the reduction of alcohol use among youth.

#### Student Support Personnel Team

Student support is a collaborative effort at CUHS, where counselors serve in a leadership role. All counselors hold a Masters Degree in School Counseling and a Pupil Personnel Services Credential. All certificated team members meet the No Child Left Behind (NCLB) guidelines for highly qualified staff. The SSPT at CUHS now contains two Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP) Coordinators, and has grown to include our newest members, the HOPE staff. In response to our identified needs in the 2008-2009 SPARC Focus for Improvement, the following additional staff members were placed on our campus: increased number of Marriage and Family Therapists (MFT), Drug and Alcohol Counselor, HOPE Project Director, HOPE Case Manager, School Resource Officer, Probation Officer, Mental Health Clinicians, and Social Worker. Individuals of the SSPT are members of the following professional organizations: Association of Marriage and Family Therapists, American Association of Marriage and Family Therapists, California Teachers Association, California Association of School Psychologist, and California Association of School Counselors.

CUHS Counselors, as ambassadors of positive student development for all students, lead a cohesive team that communicates daily. Counselors coordinate Individual Education Plans, monitor academic progress, provide personal/social counseling, facilitate parent and teacher meetings, facilitate Response-To-Intervention Plans, develop 504 Rehabilitation Plans, intervene with behavioral and attendance issues, and participate in the Student Study Team. Each year, Counselors customize the master schedule, design individualized student programs, work with curricular departments, disseminate grade level college and financial aid information, and conduct student and parent information workshops. Counselors communicate with staff, parents, and community members to continually evaluate strategies and improve their approach, while monitoring progress. The Counseling Staff regularly collaborates with students, parents, faculty, support staff, district alternative education programs, Children's Protective Services, law enforcement, county health services, post secondary institutions, local education professionals, as well as other resource agencies, in order to provide equitable support for all students.

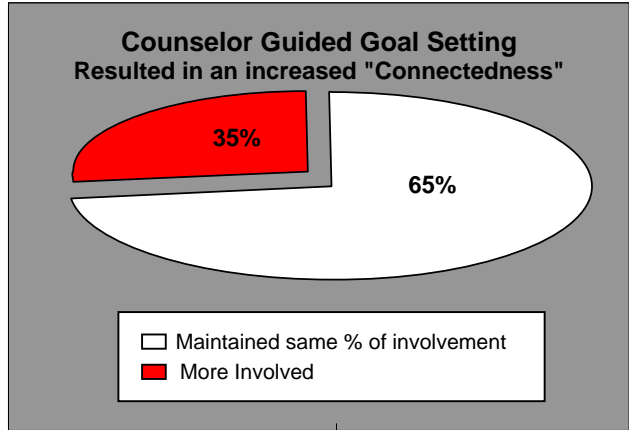
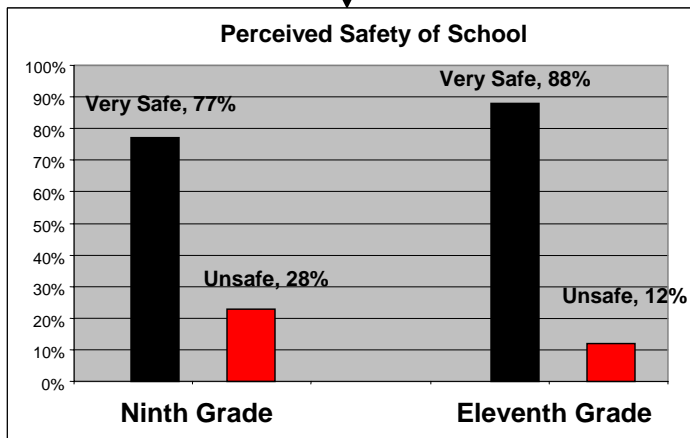
**"Counselors as ambassadors of positive student development lead a cohesive team."**

CERTIFICATED STAFF		CLASSIFIED STAFF		COMMUNITY SUPPORT	
	Educational Background		Educational Background		Educational Background
1 Superintendent	Bachelors				
1 Principal	Bachelors				
1 Vice-Principal	Bachelors				
1 Alternative Education Principal	Doctorate				
1 Test Coordinator	Bachelors	1 Attendance Officer			
4 Special Educators/Case Carriers	Bachelors/Masters	1 Attendance Clerk			Associates
2 School Counselors	Masters	1 Student Services Asst.			
1 AB 1802 Counselor	Masters	1 Director of Maint. and Operations			
1 Director of Student Services	Masters	10 Paraprofessionals			Associates/Bachelors
8 Academic Department Chairs	Bachelors/Masters	1 Intensive Behavior Interventionist			Associates
1 Psychologist	Masters	1 Vocational Transition Specialist			Bachelors
1 School Nurse	Bachelors	1 College and Career Technician			Bachelors
4 Licensed MFT	Masters	1 Registrar			Associates
2 GEAR-UP Coordinators	Bachelors	1 Project Director			Bachelors
1 Social Worker	Masters	1 Case Manager			Associates
				45+ Business Owners	

#### School Climate and Safety

School climate and safety are directly impacted by the efforts of the SSPT. Collaboratively the SSPT implements a variety of interventions and services that contribute to a safe and positive school climate. Counselors' visibility and availability enhances relationships and provides a connection between students, parents, and school staff. Programs and activities that promote prevention are embedded in the ninth grade curriculum. Examples include: a drug and alcohol prevention curriculum, research-based life skills curriculum education, Love and Logic strategies, and college awareness activities. The CUHSD Safety Plan is evaluated and updated annually by our School Safety Team and has been adopted by our School Board. As active members of the School Safety Team, the School Resource Officer and Vice-Principal participate in the evaluation and update of the Crisis and Intervention Plan, in which counselors are identified as leaders. A counselor participates regularly in school supervision for lunchtime and extracurricular activities. Our closed campus and consistent enforcement of clearly stated rules and policies make CUHS one of the safest schools north of Sacramento. Students are monitored throughout the day with attendance taken at the beginning of every class. CUHS focuses on the incoming freshman class by inviting the freshmen students and their parents to attend a pre-enrollment orientation to address attitudes and behaviors that contribute to a safe and positive school climate. Counselors, in collaboration with the HOPE staff, introduce the research-based Botvin Life Skills Curriculum to all ninth grade students in their required Social Science classes. Students receive instruction on positive decision-making skills, character development, and positive peer relationship skills to reduce the risk of alcohol, tobacco, and drug abuse, as well as violence, by targeting the major social and psychological factors that promote initiation of substance use and other risky behaviors.

As a result of the SSPT continuum of preventions and intervention efforts described above, students in the eleventh grade reported feeling much safer than they reported two years earlier in the ninth grade.



Counselors encourage student connectivity in school by promoting involvement and facilitating individual goal-setting in the areas of academic, career, and personal social development. As a result of the goal setting activity, student involvement increased 35%.

**Student Results**

The Corning Union High School Counseling Program is guided by the National Standards for School Counseling and is measured by student results in the *Academic, Career, and Personal and Social Development* Domains.

**Academic Domain - Standard A Class of 2010**

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across their life span.

As a component of our standards-based counseling program, the counselors identified students who were at risk of not graduating and met with students and their parents to develop individualized intervention plans. As a result of the individual intervention plans, 68% of the identified at-risk students demonstrated attitudes and behaviors to be on track for graduation.

**Career Domain - Standard B Class of 2009**

Students will employ strategies to achieve future career goals with success and satisfaction.

Counselors plan and facilitate a four year continuum of activities in the Academic, Career, and Personal/Social Domains. The above graph represents the post secondary plans of the 190 students of the graduating class of 2009.

**Personal/Social Domain - Standard B Class of 2012**

Students will make decisions, set goals, and take necessary action to achieve goals.

The above graph shows how counselor facilitated activities promote increased involvement of the 243 entering freshman students. Activities included the following: Counselor visitations to associate junior high schools, Woodson Bridge Activity Day (where all school clubs and sports promote their activities), freshman counseling, motivational speaker, and freshman orientation.

**Community Partnership/Resources**

Our community partnerships are integral to the Academic, Personal/Social and Career components of our CUHS Counseling Program. Community partners include agencies and resources in the local community and beyond. Three examples of working with community partners include: (1) 207 scholarships, many offered by local community partners, were received by the graduating class of 2009, allowing many to be first in their families to attend college. (2) As a result of counselor and support personnel team referrals 47% of students and their families were connected to additional services, providing students with resources needed to function successfully in the community, and assist them in the development of a realistic plan for their future. (3) As a result of the counselors collaborating with community colleges, 52% of graduating seniors completed the full matriculation process prior to high school graduation (application, assessment, counseling, orientation, and registration).

**Academic:** Shasta and Butte Community Colleges, Puente Project, Adult Education, Migrant Education, 45 Volunteers who conduct Senior Exit Interviews, California Student Opportunity Access Program, California State University Chico, Corning Rotary, Community Scholarship Donors, 23 Organizations participated in College and Career Day, Adult Education, California Student Aid Commission, Parent Advisory Council, Tehama County Department of Education

**Career:** Regional Occupational Program (6 Worksite Placements), Armed Services, Technical/Trade School Representatives, CUHS Alumni, Workability (16 Worksite Placements)

**Personal/Social:** Corning Police Department, County Mental Health, United States Department of Justice, United States Department of Health and Human Services, Social Services, Probation Department, Grant Resource Center, Parents Club, Corning Rotary Club, Children’s Protective Services

Two examples of CUHS volunteer activities include: Senior Exit Interviews, where 45 business and community members volunteer to provide each student with an individual interview. During the interview, students present a portfolio of evidence of postsecondary planning and readiness. English Language Advisory Committee (ELAC) approaches volunteerism collaboratively. A CUHS Counselor coordinates students, parents, and agency volunteers to facilitate community forums. Information and resources about identified relevant topics are shared at each forum.

Our SSPT invites additional volunteers to become actively involved in the school culture and welcome suggestions for new opportunities for involvement. Volunteers may contact the CUHS College and Career Technician:

Linda Fugate 824-8070 [lfugate@tehamaed.org](mailto:lfugate@tehamaed.org)