

CALIFORNIA CONTINUATION EDUCATION ASSOCIATION

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Special Conference Edition

Los Angeles Conference To Be Valuable. Informative

The CCEA annual State Conference will be held on Friday, Saturday, and Sunday April 28, 29 & 30th in beautiful Los Angeles. This year's conference will focus on improving instruction in continuation schools and meeting the challenges of the new accountability standards.

"There is a lot of work to be done in continuation schools," says CCEA vice-president Doug Paulson. "There are so many new academic and professional requirements being placed on us that it is easy to lose focus on the individual

student. We cannot allow this to happen. It is vital that we come together to positively deal with these challenges and continue to deliver the best services to our students."

"This conference is going to be outstanding," says organizer Janet Knoeppel. "We have top notch presenters and some really exciting topics. There is no doubt that this is going to rival even last year's Sacramento conference."

(Continued on page 10)

Facts at a Glance

- ⇒ CCEA State Conference
- ⇒ April 28, 29, & 30, 2006
- ⇒ Sheraton Gateway Hotel
(next to LAX)
- ⇒ \$114. Room Rate (w/ parking)
- ⇒ Reservations 310-642-1111
- ⇒ Dedicated to improving
Continuation Education
- ⇒ Seminars, workshops, displays
- ⇒ State Awards programs
- ⇒ Field Trips to local schools
- ⇒ Fun activities and learning
- ⇒ For registration and information,
go to www.cceanet.org



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President's Letter: Make Your Attitude Fit Your Goals

By Dan Plough

Sitting here in my office I just realized that half of the 2005-06 school year is over. Where did it go? The reason we all feel this way is because of all the new pressures imposed upon us. The expectations that teachers, administrators and students must meet in today's

"The expectations and demands placed on us have grown exponentially, yet our time stays the same"

educational world has grown exponentially, but the amount of time provided to reach those expectations has remained the same. And of all the educators in this great state of ours, we in continuation high schools don't complain, raise a stink or hang our heads. We just push on and most of us are finding more success with our students than ever before.

Everyday someone asks me "Dan, what percent of your seniors will not be graduating because of the CAHSEE?" Great question; I am sure you get the same one yourself, and I have a pat answer. "I expect all of my seniors to pass and graduate." Unrealistic? I don't think so. But then I am a great believer in having a positive ATTITUDE and that 90% of success in anything is having a positive ATTITUDE. Many of our students arrive with low or negative ATTITUDES. This low or negative ATTITUDE is one of the major reasons why our students are not successful in taking and passing the CAHSEE. Where do we start to correct this negative ATTITUDE? We start with the adults on campus; we start with ourselves. I know that every teacher, administrator and support person at a continuation high school has a positive ATTITUDE toward our students, but many times we don't communicate that to the students. Starting immediately after reading this

message let your positive ATTITUDE be seen. Tell you kids every day that they can and will pass the CAHSEE.

On the organization front: On Feb. 14th members of the executive council and CDR visited Sacramento and various legislators to discuss CCEA's concerns on the governor's budget and other issues facing continuation education.

I included CDR members on this trip because I believe that CDR members are the true representatives of the general membership of CCEA. My leadership style embraces the concept that the CDR is the heart and soul of this organization. It is my opinion that the executive council/board handles the administrivia of CCEA and makes recommendations to CDR; the council shouldn't dictate. It is the CDR members who have the direct contact with the general membership.

Lastly, general membership makes any organization. If the late delivery of the first newsletter delayed your renewal as a member, I apologize. Don't let this be the reason you don't renew. The organization needs as many members as possible to continue to pursue upgraded funding, broader understanding of our student's needs, and overall support from our legislators, district offices, and other educational stake holders. I am personally working on some new benefits to attach to your membership and hope to announce those at this year's state conference.

Let's all of us make a personal commitment to get at least two new members from our areas. Lets push to get at least one more school to send representatives to our great state conference.

"Our attitudes must reflect our commitment to and caring for the young people in our



Sacramento “Legislative Action Day” is a Success

On Valentines Day a group of five CCEA members visited Sacramento on what was titled “Legislation Day”. This was a day where CCEA could “romance” many legislators and give them our opinion on the upcoming budget. Janet Knoeppel, Gerry Cantanzarite, Lou deSylva, Georgeanne Fullstone-Pucillo, and president Dan Plough met with ten different legislative aides. The main emphasis was to address an inequity found in the CAHSEE support monies proposed for this school year. Last year the Governor’s budget allocated \$20 million to support supplemental instruction to pupils, specifically seniors, who needed help passing the CAHSEE. This year the Governor’s budget increases this allocation to \$40 million, but he wants to separate \$5 million out to be used just for continuation schools, court and community schools, adult education and other alternative programs. The other \$35 million would go to all the traditional high schools in the state.

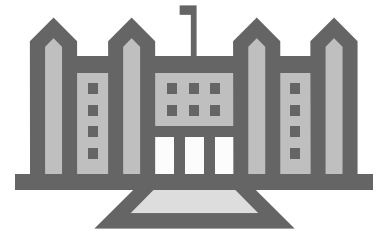
We were told that the reason for this change was that continuation high schools got too much of the funding last year and many

large urban traditional high schools got very little or nothing. When we spoke with the legislative aides we pointed out that the reason for that discrepancy was that the money was allocated based on the percentage of students at a high school that hadn’t passed the CAHSEE and that continuation schools obviously had a higher percentage of those students. We stressed that instead of allocating the funds on a percentage basis, the funds should be allocated per student. Two interesting points: first, everyone we spoke to didn’t know that the current language would limit continuations schools. Secondly, they all felt that our proposal was a better plan.

The people we talked to also asked us for some help in analyzing the allocation and use of the funds from last year. I have emailed a survey to each of the CDR members and have asked them to survey their district. Please help us protect your potential funding by responding to the survey when it arrives at your school.

“...we were really pleased with how the legislators listened to us and understood our issues. I think we did some good.”

-- CCEA President



“Senior Draft” Encourages Students to Pass CAHSEE

At Aurora High School the staff came up with a new and unique way of assisting seniors in passing the CAHSEE. They adopted a senior and became the student’s personal mentor. The hardest part of this idea was assigning the seniors. Many teachers wanted to adopt the same student and other students were in jeopardy of being left out all together. To address this the principal came up with a fun activity, an Aurora High Senior Draft.

The draft was organized as follows. Each senior’s last CAHSEE score was reviewed and used as the determining factor in setting the minimum bid for that senior. An example would be if a senior’s CAHSEE score is 298, they would cost the teacher \$9000 to bid. The amount is determined by the second number of the score (in this case, 9) and then because the score was under 300, mul-

tiplied by 1000. Another senior might have a score of 320, and again, you look at the second number, but because they scored over 300 the multiplier was 10,000 and the minimum bid would be \$20,000. The idea here is that students who score closer to the 350 passing score cost more. Each teacher was given \$200,000 to spend.

The bidding was furious. Teachers were making side deals to dissuade their colleague from bidding on a particular student. Everyone enjoyed the event and every student was ultimately drafted. Oh by the way, the rules stated that if a teacher spent all their money on one particular student, they then stood the chance of getting any of the seniors not assigned to them in the draft. The surprise here was that every senior was drafted and paid for.



Model Continuation Schools Demonstrate Common Characteristics

By Janet Knoeppel

Each year the Model Schools application process is revised. As I reflected on how far we have come since the first year this award was given (the early 1990s), I was impressed with how far the schools, themselves, have come. In the early years it was relatively easy to be designated a Model School. Today we know so much more about what makes for great schools and we are holding the schools to those higher standards. The rigor of instruction; the instructional strategies; the co and extra-curricular offerings; the counseling component; and the management style of the school's leaders are all more fine tuned than they were 15 years ago. Today we look for some of the following characteristics:

- ⇒ Standards-based curriculum throughout the school + access to "a-g" requirements
- ⇒ Direct teaching strategies
- ⇒ Project-based assignments
- ⇒ Shared decision making and empowerment of the staff
- ⇒ High CAHSEE passing rate
- ⇒ Strong API scores
- ⇒ Making AYP
- ⇒ Full WASC accreditation
- ⇒ An Alternative Education Placement Committee for transferring students
- ⇒ A waiting list to get into the school
- ⇒ Credits earned and not "given" away
- ⇒ A strong arts/music/drama program
- ⇒ Student government/leadership
- ⇒ Community partnerships
- ⇒ Parent involvement
- ⇒ Board and District support
- ⇒ Equity with the traditional schools
- ⇒ Staff who want to be there
- ⇒ Meaningful class and homework assignments
- ⇒ Technology infusion throughout the curriculum
- ⇒ Integrated, cross-curricular teaching
- ⇒ Cross-age tutoring
- ⇒ Before and after school opportunities for students
- ⇒ Student publications: newspaper/yearbook/literary magazine
- ⇒ Peer mediation/counseling opportunities

- ⇒ Outside agency support: probation/police/health agencies
- ⇒ Internship programs for students and staff
- ⇒ Options for a full student day (5-6 hours)
- ⇒ Mostly voluntary students placements & the right of refusal to accept students
- ⇒ Sports program/clubs/prom/other activities
- ⇒ ROC/P and WEE
- ⇒ Visionary leadership

While the ideal would be to have all of these characteristics, I have seen several schools this year that embody a majority of these characteristics:

Century High School in Alhambra has created an Arts Academy. Students study art history, take field trips to museums, attend the opera and other theater productions, complete hands-on projects, do cross-curricular writing and find time to engage in fundraising to pay for their field trips. They have developed multiple community partnerships that are paying huge dividends for their students and the school is well accepted throughout the community. Their work with Haven House-Women's Shelter has led to projects in the Arts Academy. Students are asked to design a mask that expresses an emotion. They must write about the emotion and design the mask before they make it. They then make their masks, paint and mount them. After that they must describe the mask and why they chose the emotion they did. Their partnership with Soroptimists International has yielded great support. They have an internship program for the girls that has led to career decisions, gainful employment and life skills. The cross-age tutoring partnership with several of the elementary schools has resulted in building self-esteem and even the realization that education and studying hard is important. Students vie for these opportunities, but must demonstrate reading and math proficiency prior to being allowed to participate in this activity. The 5th/6th grade science camp counseling is also available to the students at Century. The humanities class studied the Cochineal last year. This led to the publication of a book that is sold throughout the United States that brings royalties back to the school. These students have

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Model Schools Lead the Way In School Improvement (continued)

(Continued from page 4)

presented their study and findings at such prestigious places as the Huntington Library and Art Gallery.

Sierra High School in Azusa has a functioning GATE program at the school. One of the activities in which the GATE students participate is the Murals Class. Students enrolled in this class study and critique various artists and art history. They take field trips to museums. They have been commissioned to paint murals throughout the community, including many of the schools in the district. One of the most recent was a mural done at Azusa Pacific College. Some of their field trips have included the Getty Museum and the King Tut exhibit last fall. The school is offering CAHSEE prep classes on Saturday where students attend and receive no credit. The teachers volunteer their time and the result is approximately 80% of the student's schoolwide have passed both sections of the CAHSEE! Parents are required to come to school on parent night (three times a year) to pick up their students' report cards. This offers wonderful opportunities for parent engagement and interaction. Coupled with an Outreach/Dropout Prevention Coordinator, the school also has Family Resource Center Counseling right on their campus. Several of their students are concurrently enrolled at Citrus College and/or adult education. There are multiple opportunities for leadership development and a wide variety of activities including a prom, dances and clubs. There are plans to add an AP Art class offering next year. They are also completing plans to implement the teaching of lab biology and geometry next year.

New Horizons High School in Banning has developed a unique opportunity for students to do peer mediation. The Peace Crew United allows students to go to the two middle schools during lunches to provide strategies for the middle school students to learn to cope with a variety of issues. AWAC money paid for their training and the Superintendent personally purchased the students' T-Shirts! The middle school principals are thrilled with the work the students are doing and believe they are true partners with New Horizons. The school has a full time curriculum coach (as does every school in

the district). The school has also created the PAR (Productive Academic Rate) to monitor student progress. The students have a PAR evaluation every three weeks. If they are not on PAR, they lose all activities and their 5th period elective class until the next PAR checkup or until they make PAR again. The students developed a policy to eliminate tardies. They also designed the school's PE program and assist the teacher with its implementation. There is a strong student government/leadership class that publishes the yearbook, plans the prom and participates in student conferences. The school also has a nurse on campus that they share with the Riverside County programs that are on the same site. The staff has developed a rubric for granting credits that demystifies how credits are awarded. The Superintendent says she wants to teach at New Horizons when she retires and the Board President is a former principal of New Horizons!

Chaparral High School in the Grossmont district has a technology program that far exceeds what one sees in most high schools today. Students study and learn to navigate all aspects of Microsoft Word, in addition to perfecting their keyboarding skills. Once they have mastered Word, the move on to Excel where they learn how to utilize this program. The final phase of the class is PowerPoint. Students learn how to import data, pictures and graphics, design slides and generally become proficient in the use of this program. The culmination is a PowerPoint presentation demonstrating the skills they have learned. Another program that works extremely well for Chaparral is their Orientation Class. All students are placed in this class for the first two weeks they attend the school. They stay with the one teacher all day where he tests them in all areas, teaches them about the culture of the school, leads a discussion on the reasons the students are at Chaparral and what they need to do to be successful and designs the student schedule and ILP with them. This affords the students the opportunity to adjust and be successful immediately. Those students with scores at 7th grade or below on the Gates McGinitie are placed in at least one reading class, and in some cases, may be in three reading classes. Once the students bring their

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Model School Program Continue to Showcase Exemplary Programs (continued)

(Continued from page 5)

reading scores up, they are moved into regular English classes. The reading classes not only make use of word attack skills, but also help students develop a love for pleasure reading. The school has three ROP classes on campus that all students are eligible to take. They offer home economics classes where the students learn to cook, design a budget and all the things associated with normal living. They often plan and cook meals for guests or special activities. In addition, the school has two part-time counseling interns on campus. And, finally, they have implemented a Parent Day where the parents come to school throughout the day and shadow their students to class.

Valley Oak High School in Napa has a strong focus on their arts program. Students put together a video yearbook each year. There is a student glee club that many of you heard at our 2005 conference. They offer a drums class that also dazzled us last year. Other exceptional offerings include sign language classes, a character awards program, a forensic science class and multiple cultural events that are an outgrowth of the curriculum. The Napa School Board honors a student each month at their meetings. The Rotary Club also honors a student each month with a \$200 Savings Bond. In addition Valley Oak has quarterly writing seminars where every student participates.

Peninsula High School in San Mateo has developed some outstanding linkages with the community. One of the most outstanding is with San Francisco State University. Because of this partnership Peninsula has three counseling interns who work at the school 20 hours each week. This partnership has enabled the school to develop a true risk assessment team and counselors are available to help students with any problem. The counselor oversees the interns and because of her dedication outside agencies want to hire interns who have worked at Peninsula. The Center for Youth is another partnership that has been developed. The Center for Youth provides peer education training and opportunities for students to discuss personal issues. The results have been an increase in the students' access to health services and care and a

decrease in drug/alcohol use and sexual activity. This program has also resulted in increased altruism and self-esteem. The counselor utilizes a Case Management approach to help students who need a little extra assistance. The development of the Pyramid of Intervention allows them to look at the whole child as they try to provide interventions and strategies that will help the student become successful. The integrated science class allows students to do some "real world" experiments. These include forensic lab simulations (ala CSI) where they student such things as DNA. This is very equivalent to high school AP Biology classes! The partnership with the California Academy of Sciences has led not only to field trips but also to student participation in special studies. They are currently involved in a special "ant" study.

Dario Cassina High School in Sonora has developed a video production program that impacts the entire community and beyond. They have formed partnerships with Cable 8 in their area, the Tuolumne County Superintendent of Schools and the California State Department of Parks and Recreation. Through this program the students develop skills using digital camcorders, computer editing equipment, television cameras and video conferencing software and equipment. They learn about various film techniques and styles, editing strategies, how to produce commercials and TV shows, linking their videos to websites, state-of-the-art, high speed Internet, the video conferencing systems and are able to take virtual field trips. Many of the PSAs aired in their local TV area are written and produced by the students. They do interviews with people in the area and those are also aired on the TV. The entire community knows and understands how valuable this program is for the students at Dario Cassina.

This is just a sample of some of the outstanding continuation schools in California. One thing they all have in common is the visionary leadership of the principal. Without that one person, much of what is being done would not happen. In addition, they all have dedicated creative and innovative staff members who really care about their students. This is not just a job to them. This is their life!



CCEA Membership is the Best Deal Around

- ⇒ **Discount on Statewide Conference**
- ⇒ **Subscription to CCEA Newsletter**
- ⇒ **Local District meetings and events**
- ⇒ **Eligible for Employee of the Year Awards**
- ⇒ **Professional Membership Card & Plaque**
- ⇒ **Support of Lobbying Efforts**
- ⇒ **Publications related to continuation education**
- ⇒ **Up to date information through www.cceanet.org**



“CCEA is a valuable source of support and information. It is the most valuable professional resource I know.”
 - Sharon Clark



CALIFORNIA CONTINUATION EDUCATION ASSOCIATION APPLICATION PROFESSIONAL MEMBERSHIP

CCEA District # _____ September 1, _____ through August 31, _____
 Professional Membership (Certificated & Classified) \$50

Member _____
 Home Address _____
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 FAX (_____) _____
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 P.O. BOX 711497, SANTEE, CA 92072-1497

NEW RENEWAL

Referred By _____



A Guide to the 2006 CCEA Conference in Los Angeles

Session Topics: Sessions focus on the 5 areas most important to continuation schools and to State and Federal programs. These include Instructional Strategies, School Improvement, Standards, Assessment & Accountability, and School Safety. On pages 14-15 is a partial list of topics and presenters that deal with everything from literacy to “No Child Left Behind.”

This year we are pleased to present excellent presenters from throughout California. These include continuation education professionals, professional education researchers, authors, and CDE officials. Marilyn George of WASC will be presenting “The WASC Process for continuation schools. As always, Dennis Fisher will present information on developing your Model Continuation High School. These will be in addition to our regular full slate of exceptional presentations.

Registration:

The best way to register is online at www.cceanet.org.

We will always take fax and mail registrations too.

Registration forms are included with this newsletter and are available online.

Hotel:

Sheraton Gateway Hotel

6101 West Century Blvd

Los Angeles, CA 90045

1-310-642-1111

Ask for special CCEA rates (\$114. per night includes parking)

Raffle and Door Prizes:

There will be many Raffles and Door Prizes throughout the conference. Be sure to come and see what we have to offer.

Transportation:

Check online for airfare specials.

LA International Airport is 3 minutes away

Student Art Display:

The Student Art Display showcases the excellent art work done by our students. Entries in all categories are accepted. Presenters should bring materials to display their works.

Keynote Speaker:

Inspirational and talented teacher and author Alan Sitomer will be our keynote speaker at the Saturday luncheon. Alan is the author of such teen favorites as *The Hoopster* and *Hip Hop High School*, as well as being a literature teacher at Lynwood High School

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State Conference Offers Interesting, Diverse Activities

(Continued from page 8)

Museum of Tolerance/Simon Wiesenthal Center

Visit this exceptional museum and learning center which spotlights the problems of intolerance and hate crimes. This center is a life changing experience for many continuation students in the Southern California area, and is a must see attraction for teachers working with at-risk students. CCEA will sponsor a field trip to the museum on Friday. Please notify Janet Knoeppel janetwk@aol.com immediately if you wish to attend. There is no charge for professional members (\$10 for non-members)

President's Reception:

Join us before Friday night dinner at the president's reception. Join your friends, old and new for some pre-dinner chit-chat. Special recognition will be given to professional members.

Optional Trips:

In addition to the conference sponsored events, there are many opportunities for site-seeing around Los Angeles. Shopping, city tours, beach trips, Old Town tours, and dining galore are only a few examples of the many attractions in the Los Angeles area.



GGEA STATE CONFERENCE

**Make your plans now to join us
in beautiful Los Angeles for
CCEA's annual conference**

April 28, 29 & 30, 2006

At the Sheraton Gateway in Los Angeles

Reach For the Stars

"Always the best conference of the year"



Los Angeles Conference To Be a Time For Fun, Learning

(Continued from page 1)

The CCEA conference is the largest meeting of Continuation educators in the world. Each year almost a thousand continuation school teachers, administrators, and classified employees come together to share ideas, showcase their programs, commiserate about Continuation Education challenges, and have fun. Los Angeles is the venue for this year's conference. "There is always a ton to do and see in this city. Los Angeles is just a fun place to be," says co-organizer Jim Caswell.

On Friday, there will be several special programs. CCEA will be sponsoring a trip to the Museum of Tolerance/Simon Wiesenthal Center. Marilyn George will be presenting a program on "WASC for Continuation High Schools." There will be several other timely and important ½ day sessions by top experts, and are well worth the trip.

Friday also features the traditional opening of the conference. There will be the meeting of the Council of District Representatives, more workshops, and great early networking. Friday night is the President's Reception, and the first awards dinner for Classified, Administrator and Support Personnel of the Year. This dinner is followed by nighttime entertainment, including our annual dinner-dance.

Saturday is a full day of workshops, with excellent presentations by a variety of continuation school educators. At the Saturday Luncheon, we will hear a wonderful speech by keynote speaker Alan Lawrence Sitomer, author, playwright, and high school literature teacher. Saturday night is dedicated to hospitality suites and sightseeing on your own.

Sunday morning will include several very special presentations. The CCEA Teacher of the Year will be named. This is followed by a Brunch to honor newly selected Model Continuation High Schools and Exemplary Programs.

"We are trying to balance fun with serious work," says CCEA president Dan Plough. "If you look at the incredible demands being put on continuation schools by the State and Federal governments, it is clear that we must work together to improve our schools and programs. This conference is designed to help us do exactly that."

Full registration for the conference costs \$250 for CCEA members (\$300 for non-members, another good reason to join now). This includes the dinner/dance on Friday night, lunch on Saturday, and brunch on Sunday. The room rate at the Sheraton Gateway is \$114 per night. The conference is designed to be funded through any of the staff development mechanisms, including NCLB. "But, even if your District can't come up with the money, this conference is well worth paying for," comments Knoepfel.

You can register for the conference online at www.cceanet.org or by sending in the attached registration form. Make your room reservations today by calling the Sheraton Gateway Hotel at 1-310-642-1111. If you need more information or have specific questions, you may contact Janet Knoepfel at janetwk@aol.com.

"Any way you can, get to this conference," says CCEA member Jim Collins. "I always learn something new, and feel refreshed and recharged afterwards. This one is worth it!"

This is a great conference... and the only one dedicated to continuation education. Get there no matter



Legislative Update: CCEA Fights for CAHSEE Intervention Funding

By Peter Birdsall
CCEA Lobbyist

On February 14th, CCEA Leadership was in Sacramento to advocate for intervention funding to be available to continuation high schools to help students who have failed the California High School Exit Exam (CAHSEE).

In the current year (2005-06) the state budget includes \$20 million for intervention services for students who are scheduled to graduate in 2005-06, but have failed one or both parts of the CAHSEE. Funded at a rate of \$600 per eligible student, many continuation high schools around the state have been able to access these funds to provide individualized, intensive support for students.

There are two items of good news in the Governor's proposed budget for 2006-07. The proposed budget would increase the hourly rate by a 5.18% cost-of-living adjustment, bringing the funding level to \$631 per eligible student in 2006-07. The Governor also proposes to increase total funding for the program to \$40 million, thus making the

program available to many more schools and students.

The problem from the perspective of CCEA is a potential change in the allocation formula that is included in the proposed budget. In the current year, first priority for funding is schools with high percentages of seniors who have failed the CAHSEE. As a result of this priority, many continuation high schools were at the top of the list in terms of eligibility for funding. In contrast, the proposed budget would earmark \$35 for "comprehensive high schools" and would allocate only \$5 million for all educational options, including continuation high schools.

CCEA leadership met with key Democratic and Republican staff from both the State Senate and the Assembly. The general reactions at these meetings were: 1) they had not been aware of the new formula proposed to the budget and 2) they felt it didn't make sense. CCEA advocated for either a return to the allocation system used in the current year or a system where funding simply follows the eligible students to the school in which they are enrolled.

"There is some good news in the Governor's budget, and some issues to be resolved."

Win Scholarships for your Students by Attending CCEA Conference

The 2006 Conference Committee will be awarding three \$500 scholarships to three different schools at our Awards Brunch on Sunday morning. Could your school be one of those? In order to be eligible for one of these three scholarships, you must have professional CCEA members on your staff. **And, they *must register for and attend* the conference.** The schools that bring the most professional members to the conference will win the scholarships. In order to make it equitable for both large and small schools, there will be one scholarship for schools having 1-6 certificated staff members; one scholarship for schools having 7-14 certificated staff members; and one for schools with 15 or more certificated staff members. This includes teachers, counselors and administrators. If two schools are tied, a duplicate

scholarship will be awarded. Professional memberships must be received by our treasurer, Angela DeaMude no later than April 1, 2006 in order to qualify. Angela's address is P.O. Box 711497, Santee, CA 92072-1497. Don't have a Membership application? Go to our website at www.cceanet.org. You can download it and mail it to Angela, or you can join online.

These scholarships are to be used for one of your graduating seniors who plans to continue his/her education (community college, trade/technical school, or college/university). The individual you select will have one year to claim this award. The deadline for the student to show proof of enrollment at some post-secondary institution will be September 2007.



2006 State Conference Schedule of Events

Thursday, April 27, 2006

6:00 P.M. - 8:00 PM Early Registration

Friday, April 28, 2006

7:30 AM-5:00 PM Registration

7:45 AM-2:00 PM Museum of Tolerance Visit

8:00 AM-2:00 PM Council of District Representatives

8:30 AM-2:00 PM WASC for Continuation Schools

2:30 PM-4:00 PM A Reasonable Course for Educators
Wanting to Make a Difference

4:00PM-5:30PM Becoming a Model School: What Puts
You Over the Top?

4:00PM-5:30PM Positive School Culture:
The step-by-Step Game Plan

6:00PM-7:00 PM President's Reception

7:00 PM-9:00 PM Dinner - Keynote Speaker Alan Sitomer

9:00 PM-Midnight Dancing

9:00 P.M. Dancing at the Hotel
Entertainment on your own

*There is a lot
to do in Los
Angeles. Plan
to arrive a few
days early.*



State Conference Schedule of Events (continued)

Saturday, April 29, 2006

7:00 AM-12:00 Noon	Registration
7:15AM-8:15 AM	Continental Breakfast
8:30 AM-9:45 AM	Workshops A
10:00AM-11:15 AM	Workshops B
11:15 AM-12:00 Noon	Time for Vendors
12:00-1:30 PM	Luncheon: Administrator, Classified, & Support Employee of the Year
1:30 PM-2:30 PM	Time for Vendors
2:30 PM-3:45 PM	Workshops C
4:00 PM-5:15 PM	Workshops D
5:30 PM-6:15 PM	District Meetings
6:30 PM-8:00 PM	Hospitality Suites
6:30 PM	Dinner on Your Own

*For more
information,
contact go to
www.cceanet.org*

Sunday, April 30, 2006

8:00 AM-9:15 AM	Workshops E
9:30 AM-12:00 Noon	Brunch-Model Schools, Exemplary Programs and Teacher of the Year Recognition
11:30 A.M. - ???	Local sightseeing and excursions On your own

**This Conference is supported by the California Department of Education (CDE)
and qualifies for all Categorical Funding, including
“No Child Left Behind”, Eisenhower, DHS, Professional Growth,
10th Grade Counseling, Title 1, GATE, SIP, Reading/Literacy Improvement and others.**



Conference Presenters Offer Varied & Valuable Topics

<i>Presenter</i>	<i>Presentation Title</i>	<i>Strand</i>
Barry Lietz, Christa Elliott, Jonda Hazzard & Dave Goodman	WASC Preparation Made Easy	School Improvement
Vicki Phillips	Building Respect, Responsibility & Resiliency in At Risk Adolescents	Culture
Jim Bek & Jeff Sawner	School Based Online Assessments & Remediation for CAHSEE Failing	Accountability
Cindy Mediano Flanagan & Cathy Groves	Peace Crew United	School Safety
Rick Smith	Succeeding with Difficult Students	
Rick Smith	Rebels with Applause: Brain Compatible Approaches for Motivating Reluctant Learners	Culture
Jan Boedeker, Vito Busalacchi, & Bea Warner	Positive School Culture: The Step-by-Step Game Plan	Culture
Tom Campbell & Cary Terrill	Connect Your School to the Community	Culture
Vincent Devlahovich	Strategies for Continuation High School Success in a Suburban Setting	Culture
Ray Baier	Anger, Sex, Substance Abuse: Help for the Hopeless	School Safety
Michael Vetrie	Reading to Your Students	Curriculum
Michael Vetrie	Using the Film to Engage	Curriculum
Jerome Vincent Carter	Character Building Through Principles and Inspirational Theory	Culture
Mary Gaskin	ILP Intensive Literary Strategies	Curriculum
Suzy Mansfield & Lori Wilson	Intervention That Works	Culture
Suzy Mansfield & Lori Wilson	Peer Counseling	Culture
Barbara Forletta	Working on the Writing Process with RSP Students	Curriculum



And many, many more high quality presentations

<i>Presenter</i>	<i>Presentation Title</i>	<i>Strand</i>
John Tovar	Making CAHSEE Prep Work	Accountability
Dan Stauf	Electives Can and Will Work at Your School	Curriculum
Jayne Dean	Senior Project/Portfolio: Past-Present-Future	Curriculum
Steve Sussman	Project EX-Teen Smoking Cessation for California High School Youth	Culture
Kathy Abney & Mitch Torina	Bringing the Wilderness into the Classroom	Curriculum
Hardiman Cureton, II	Model School vs. WASC Accreditation	Accountability
John Lupini	Point Shaving for the API & ASAM	Accountability
Kelly Graham	Time to Teach	Instruc. Strategies
Alan Sitomer	Inspiring , Educating, and Delighting	Curriculum
Marilyn George	WASC for the Continuation High School	Accountability
Peter Birdsall	Legislative Update	Accountability
Dennis Fisher	Applying for Model School	Accountability
John Burns	The Educational Alphabet and You: Understanding and Dealing with API,	Accountability
Shari Sack	The "Seeds Program"-Re-engaging Our Secondary Students	Curriculum
Glenna Dumey	Thinking Across Disciplines: Combining English, Social Studies & Science	Curriculum
Janet Knoeppel	Becoming a Model School: What Puts You Over the Top?	Accountability
Randal Lee	Establishing a Video Production Program Without Having to be a Technological Whiz	Curriculum
Guillermo Mendieta	Mathematics for the Visual Learner	Curriculum
Cheryl Rodriguez & Laura Colbert	Issues In the Office (for Classified employees)	School Culture
Nancy Evans	Successful Strategies to Reduce Risk Behaviors & Increase Access to Health Care & Counseling	School Culture
Chip Fraser	Walk for Education	School Improvement
Rich Grimes	"CHAOS" in the Classroom	School Improvement
Cecil Mc Linn	Continuation to College	Curriculum
Elaine Stricklin	Changing At-Risk Lives...One Mural at a Time	Curriculum
Chip Fraser	Show Me the Money	School Improvement



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Program Highlights

- ⇒ Presentations by Continuation Education professionals
- ⇒ Luncheon Speaker Alan Sitomer
- ⇒ Educational Materials Displays
- ⇒ World Class Networking
- ⇒ Lots of Fun and Learning
- ⇒ Local Area Tours
- ⇒ Student Art Competition

