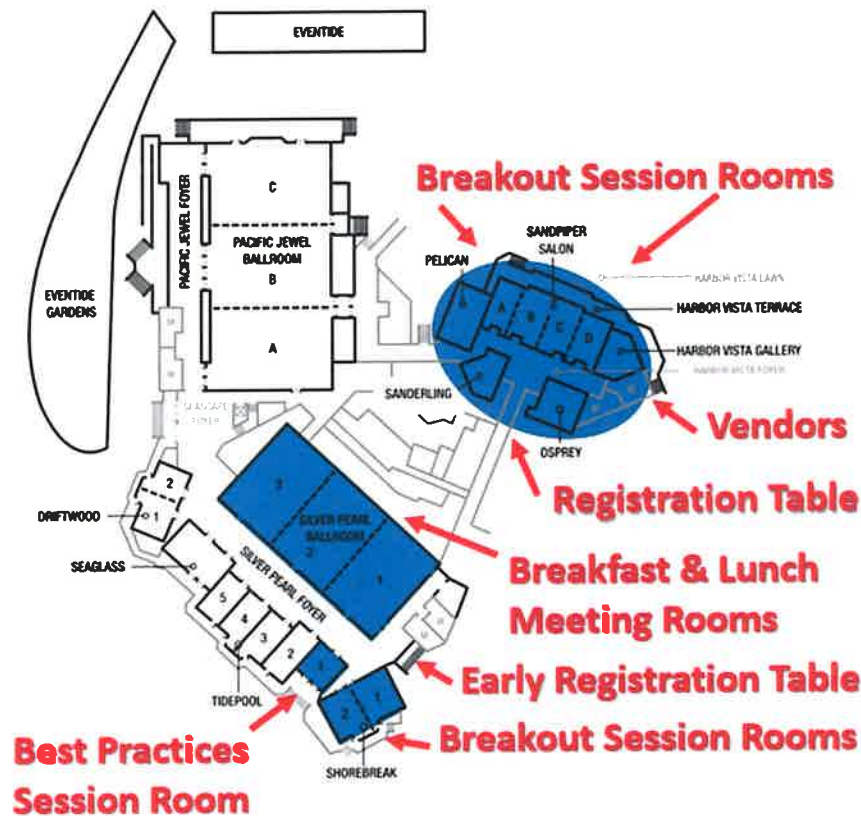


Making A Difference Together



CCEA Plus
2020/21 Vision

September 16-19, 2021
San Diego, CA



Map of 2020/21 CCEA Plus Conference Rooms

Registration Area

- Early Registration Silver Pearl Foyer
- Harbor Vista Foyer

Dining Area

- Silver Pearl Ballroom 1 & 2

Breakout Session Rooms

- Sanderling
- Pelican
- Sandpiper Salon A – D
- Osprey
- Shorebreak 1 & 2
- Tidepool 1

Vendor Room

- Harbor Vista Gallery

**Congratulations to
Noe Barreto
Jamison High School
This year's Cover Art Contest**





Making a Difference Together

2020/21 Conference Program

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- CCEA Plus State Officers and Regional Representatives
- Conference Reminders
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- 2020 Model Continuation High School Recipients and Summaries
- 2021 Model Continuation High School Recipients and Summaries
- 2020 Exemplary Program Summaries
- 2021 Exemplary Program Summaries
- 2020 State Award Winners
- 2021 State Award Winners

CCEA Plus President's Welcome Letter



It is my pleasure to welcome each of you to the 2020/2021 CCEA+ Conference – Vision: Making A Difference Together. This year we are back in the beautiful city of San Diego. Our last conference was in Santa Clara in 2019, which may seem a little hard to remember with all that has occurred since then. However, rest assured the Sheraton Marina Hotel and CCEA+ is in alignment with local and state guidelines with regards to Covid-19 safety measures. The CCEA+ Executive Board takes the health and wellbeing of our members as top priority and we expect all participants to practice best practices and keep each other safe. On behalf of the Board, we are excited to bring this conference to you, and we hope you will maximize your time as we reconnect, grow and inspire each other.

This year's conference is two years in the making – so it will be action packed. We will hear from some of the most influential people in education as they provide us with much needed resources – for we know knowledge is power! Be prepared to be inspired and well-equipped as you return to your sphere of influence. Below I have spotlighted only a few of the presentations that I believe will be a tremendous resource for all levels in our community:

- College & Career Success for Continuation Education – *Michael Dean (presenter)*
- Increased Academic Success & College Attendance in Continuation High School – *Daniel Barajas (presenter)*
- Latest Alternative Education Updates and Q&A Session – *Barrett Snyder (presenter)*
- Understanding the Teen Brain: They Are (Probably) Not Crazy! – *Joe Antonelli (presenter)*
- Technology & Logistics 100% Online CTE Certification – *Leo Medina (presenter)*

I am also excited to announce our Model Continuation Schools' Gala Dinner will be celebrated on the historic USS Midway on Friday night, while CCEA+ Professional and Student Awards will be celebrated during lunch on Saturday at the Sheraton Marina Hotel.

Lastly, since our last conference, CCEA has rebranded to CCEA Plus to become a 501(c)6 non-profit organization. One of our main goals during this transition has been to have a stronger voice in Sacramento with all things pertaining to alternative education. We want the ability to leverage our membership and resources to influence the decision-making that directly affects our community. We are also beginning the journey to offer a model school status for Community Day schools in a joint partnership with the CA Department of Education. As we pursue our vision of being The Voice of Alternative Education, we welcome you to get involved in our upcoming Model School Reading in October 2021 and the upcoming annual conference scheduled for spring 2022. CCEA Plus is always in need of passionate, talented and industrious individuals to make a difference together.

Jerry Abrica
CCEA Plus Board President

CCEA Plus State Officers and Regional Representatives



Gerardo "Jerry" Abrica — *President*

Citrus High School

Location: Porterville, CA

Phone: (559) 782-7130

Email: gerardoabrica (at) portervilleschools (dot) org



Sharon Clark — *Secretary*

Valley High School

Location: Escondido, CA

Phone: (760) 291-2240 ext 2311

Email: sclark (at) euhsd (dot) org



Vic Whitaker III — *Executive Director, Treasurer*

Meeting Planner

Location: San Diego, CA (Region 1)

Email: vwhit3@aol.com



Grant Thor — *Northern District Representative*

Washington Unified Alternative Education Schools

Location: Fresno, CA

Phone: (559) 495-5691

Email: gthor (at) wusd (dot) ws



Joe Antonelli — *Southern District Representative*

Orange Grove High School

Location: Corona, CA

Phone: (951) 736-3339

Email: jantonelli (at) cnusd.k12.ca (dot) us



Joseph O. Stits — *Consultant*

Location: Palm Desert, CA

Phone: (805) 459-5120

Email: jstits@jstits.com



Conference Reminders!!!!



Download the SCHD App!!

<https://cceaplus202021visionmakinga.sched.com/>

- Check out the schedule for CCEA Plus 2020/21 Conference on your Phone!!
- Create your daily schedule
- Complete presentation surveys
- **Password for App: CCEA202021**

Twitter hashtag #CCEA2021.

Post your experiences all weekend!!!

Stop by the Art tables for the CCEA Plus Art Show

2022 Model School



Visit the CCEA Plus table or website for more
information on applying to be a
**2022 Model Continuation High School or a
Reader/Visit Participant**



May 5 – 8, 2022

**Renaissance
Long Beach Hotel**

**2022 Annual
Conference**

**The Grand Prix
of Education**

Register at CCEANET.ORG



CALIFORNIA CONTINUATION EDUCATION ASSOCIATION



**The Voice of
Alternative
Education**



2020/21 CCEA Plus Vendor Ads



Vista the CCEA Plus Tables in the Harbor Vista Foyer

- ♦ Purchase your CCEA Swag
- ♦ CCEA Plus Membership Information
- ♦ Information on becoming a 2021 Model School
- ♦ Sign up to be a 2021 Model School Reader
- ♦ WASC Information

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Visit the Grand Canyon University Representatives at Table 3 in the Harbor Vista Gallery



Thriving YOUNiversity is an innovative and cutting edge company that empowers individuals and organizations to thrive through online and in-person experiential learning courses, coaching, keynotes, and consulting. Thriving YOUNiversity partners with PreK-12 educational agencies, non-profit organizations, and businesses across the nation to provide engaging learning that shifts both individual resilience and performance as well as organizational climate, resulting in successful and sustainable change. The team at Thriving YOUNiversity is committed to building the capacity of others in the areas of Leadership; Emotional Intelligence; Social, Emotional, and Academic Learning; Mindfulness; Belonging and Connection; Well-being and Resilience, Trauma-Responsive Schools; Restorative Practices; Cultivating Organizational Climate and more.

Visit the Thriving YOUNiversity Team at Table 2 in the Harbor Vista Gallery and attend their sessions on Friday & Saturday

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Northern & Central California Rep: Marianne Bland, marianne@paxpat.com C: 408.710.4184

Southern California Rep: Jud Wood, jud@paxpat.com C: 949.370.6657

Twitter: @PaxPatLearning

YouTube & Facebook: /PaxtonPattersonLearning

Visit Table 4 in the Harbor Vista Gallery for more information.



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Maggie McGill | Territory Manager
maggie.mcgill@cevmultimedia.com
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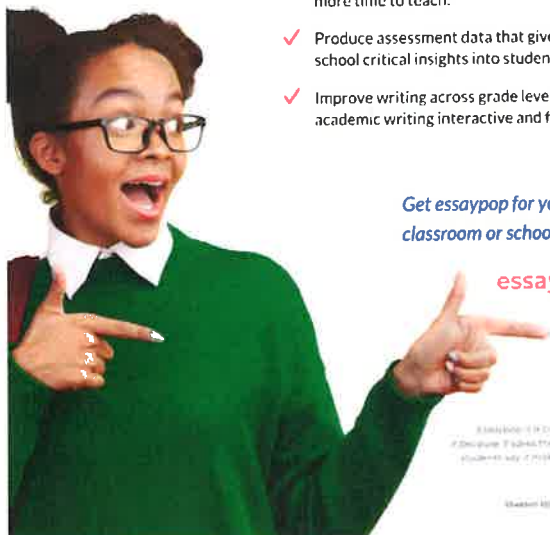
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Patricia Williams
Charlotte, NC | Secondary ELA Coordinator

Join Michael Hicks on

**Saturday from 10:15pm —11:15pm
in Sandpiper A to learn more about**

essaypop

Presentation Title:

**essaypop -- Creating Proficient
Writers Using the
Frame-Writing Method**

**Visit [essaypop](http://essaypop.com) Representatives at Table 6
in the Harbor Vista Gallery**



Our programs teach **critical** social and emotional life skills. We help students answer the question... **why try?** Why should I put effort into life, school, or work? The WhyTry strengths-based approach can help your students look at their challenges differently and motivate the unmotivated.

For more information attend Christian Moore's sessions on Saturday at 2:15 & 3:30 in Sandpiper C and visit WHYTRY Representatives at Table 9 in the Harbor Vista Gallery .

eDynamic Learning

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— COURSES —

#1 digital curriculum publisher of career exploration, CTE, and elective courses. With over 200 courses in grades 6-12 to select from, eDynamic Learning provides California schools award-winning curriculum to explore and prepare for future careers. California-aligned CTE pathways are available and courses meet UCOP a-g requirements.

For more information visit eDynamic Learning Representatives at Table 8 in the Harbor Vista Gallery .

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Welcome to SchoolsFirst FCU. We're Your Biggest Fans.

Everything we know about being an expert partner and empowering our Members, we learned from you. We've been helping school employees build their futures for more than eighty years. Wherever you're starting from, we can't wait to help you bring your future to life.

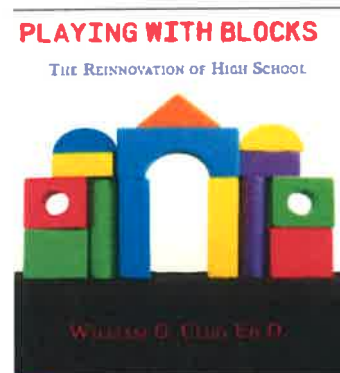
Membership has its Benefits.

We design our products and services with you in mind, creating an ever-growing number of lower-cost, higher-quality offerings to help you build a strong financial future.

For more information visit School's First Representatives at Table 9 in the Harbor Vista Gallery .

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Dr. William Cloo is an educator and author who consults with districts for innovative ideas and improvements.

He is available for speaking engagements.

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Visit Dr. William Cloo Table 10 in the Harbor Vista Gallery for more information.

Don't miss the following presentations from the California Department of Education and CCEA Plus Lobbyist

Jack O'Connell

Friday 9:30 – 10:30

Silver Pearl 1&2

Keynote Message

Barrett Snider

& Jack O'Connell

Friday 10:45 – 11:45

Shorebreak 2

Educational Updates: Continuation Education in Light of New Changes

Dan Sackheim

Friday 10:45 – 11:45

Saturday 2:15 – 3:15

Saturday 3:30 – 4:30

Shorebreak 1

Community Day Schools – From Basics to Beyond

How to Become a Model Continuation High School

A Model Continuation High School Panel Discussion on Promising Practices for Application Writing and Site Validation Visit Preparation

Dan Sackheim

Friday 1:15 – 3:30

Shorebreak 2

Implementing What Wise Youth Tell Us About What Supports or Undermines Resiliency and Success

Saturday 9:00 – 11:15

Our Pyramid Scheme: Why a Multi-tiered SYSTEM of Support Must Provide an Integrated Approach to Attendance, Behavioral Interventions and Supports, and Mental Health

Dan Sackheim

Sunday 9:00 – 10:00

Silver Pearl 1&2

Informational Q & A Session with Your CCEA Plus Board and CDE Representatives



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CCEA Plus 2020/21 Vision, Making a Difference Together

- A** Accountability Dashboard
 B Best Practices Discussion
 C College and Career
 N Community Day Schools
T Content Classes
E Educational Updates
G General
M Model School
R Restorative Practices
S School Culture and Climate
D Social and Emotional Learning

SEPTEMBER 17 • FRIDAY

7:00am – 9:00am	G	Registration	Silver Pearl Foyer
7:30am – 9:00am	G	Buffet Breakfast	Silver Pearl Ballroom 1 & 2
8:00am – 9:00am	D	When Caring Hurts: Strategies for Coping with Compassion Fatigue <i>School/Company: Thriving YOUNiversity</i> <i>Speakers: Jessie Fuller, Dr. Joelle Hood, Janeen Antonelli</i> <i>Position: Consultants</i> <i>Vendors: Harbor Vista Gallery Table 2</i>	Osprey
9:00am – 10:45am	M	Local Model School Showcase	Silver Pearl Ballroom 3
9:15am – 9:30am	G	Welcome Message and Introductions	Silver Pearl Ballroom 1 & 2
9:30am – 10:30am	G	Keynote Message with Jack O'Connell <i>School/Company: CDE</i> <i>Speakers: Jack O'Connell</i> <i>Position: Lobbyist</i>	Silver Pearl Ballroom 1 & 2
10:45am – 11:45am	B	Best Practices Discussion – Math <i>School/Company: Mountain View High School</i> <i>Speakers: Dr. Jordan B. Smith Jr, Karin Lee</i> <i>Position: Teacher</i>	Tidepool 1
10:45am – 11:45am	C	College & Career Success for Continuation Education <i>Speakers: Michael Dean</i>	Sandpiper C
10:45am – 11:45am	C	Increased Academic Success and College Attendance in Continuation High School <i>School/Company: Corning Union High School District</i> <i>Speakers: Dr. Daniel Barajas</i> <i>Position: School District Employee</i>	Sandpiper A
10:45am – 11:45am	N	Community Day Schools - From Basics to Beyond <i>School/Company: California Department of Education</i> <i>Speakers: Dan Sackheim</i> <i>Position: CDE</i>	Shorebreak 1
10:45am – 11:45am	T	Designing Inclusive Pathways through Work-Based Learning and 21st Century Personalized Instruction <i>School/Company: Mountain House High School</i> <i>Speakers: Karen Perez, Ben Fobert</i> <i>Position: School District Employee</i>	Sandpiper B
10:45am – 11:45am	T	E.P.I.C. Education (Engaging, Project-Based, Integrated Curriculum) <i>School/Company: Delta Model High School</i> <i>Speakers: Glynda Maddaleno, Tami Contreras</i> <i>Position: School District Employee</i>	Sandpiper D
10:45am – 11:45am	E	Educational Updates: Continuation Education in the Light of New Changes <i>School/Company: CCEA Plus</i> <i>Speakers: Barrett Snider, Jack O'Connell</i> <i>Position: Board Members and CDE Representatives</i>	Shorebreak 2

10:45am – 11:45am	R Beyond PBIS- How can we quantify behavior? <i>School/Company: Chaparral High School</i> <i>Speakers: Angela DeaMude, Brittany Phillips, Matt Farley, Claudia Sandoval, Buffy Flores, James Sturch, Leslie Bartlett, Lauren Buckland</i> <i>Position: School District Employee</i>	Sanderling
10:45am – 11:45am	R Restorative Practices: Pre, Present and Post Pandemic <i>School/Company: Buena Vista High School</i> <i>Speakers: Jose Mendez, Katherine Thomas</i> <i>Position: School District Employee</i>	Osprey
10:45am – 11:45am	D Integrating Social, Emotional, and Academic Learning <i>School/Company: Thriving YOUNiversity</i> <i>Speakers: Jessie Fuller, Dr. Joelle Hood, Janeen Antonelli</i> <i>Position: Consultants</i> <i>Vendors: Harbor Vista Gallery Table 2</i>	Pelican
12:00pm – 1:00pm	G Lunch	Silver Pearl Ballroom 1 & 2
1:15pm – 2:15pm	A Getting out of the "RED" on the DASS Dashboard <i>School/Company: Orangewood High School</i> <i>Speakers: Bob Blanck</i> <i>Position: School District Employee</i>	Pelican
1:15pm – 2:15pm	B Best Practices Discussion – SPED <i>School/Company: Somerset High School, Valley High School</i> <i>Speakers: Jill Adams, Brenda Simmons</i> <i>Position: School District Employee</i>	Tidepool 1
1:15pm – 2:15pm	T Industry Certification Exams Hosted on ICEV Online <i>School/Company: CEV Multimedia</i> <i>Speakers: Maggie McGill</i> <i>Position: Business</i> <i>Vendors: Harbor Vista Gallery Table 7</i>	Sanderling
1:15pm – 2:15pm	S Activities and Athletics in Continuation Schools <i>School/Company: Tierra Del Sol Continuation High School</i> <i>Speakers: Laurretta A Eldridge</i> <i>Position: School District Employee</i>	Sandpiper D
1:15pm – 2:15pm	S Alternative to Suspension Programs <i>School/Company: Valley High School</i> <i>Speakers: Tara Monzet</i> <i>Position: School District Employee</i>	Sandpiper A
1:15pm – 2:15pm	D Trauma, Behavior, And What To Do About It <i>School/Company: Orange Grove High School</i> <i>Speakers: Joseph Antonelli</i> <i>Position: School District Employee</i>	Shorebreak 1
1:15pm – 3:30pm	T Reduce Daily Disruptions and Discover Your Passion for Teaching Again <i>School/Company: Elliott Continuation High School</i> <i>Speakers: Jill Ellis</i> <i>Position: School District Employee</i>	Sandpiper B
1:15pm – 3:30pm	S Dropouts? Call in the National Guard! <i>School/Company: Discovery ChalleNGe Academy</i> <i>Speakers: Chief Matthew J. Reece</i> <i>Position: Other</i>	Sandpiper C
1:15pm – 3:30pm	S Implementing What Wise Youth Tell Us About What Supports or Undermines Resiliency and Success <i>School/Company: California Department of Education</i> <i>Speakers: Dan Sackheim, Youth Panel</i> <i>Position: Educational Options Consultant</i>	Shorebreak 2

1:15pm – 3:30pm	D	"More Good Days: A Strengths-Based Approach to Creating a Trauma-Sensitive Classroom" <i>School/Company: Thriving YOUiversity</i> <i>Speakers: Dr. Joelle Hood, Jessie Fuller, Janeen Antonelli</i> <i>Position: Consultants</i> <i>Vendors: Harbor Vista Gallery Table 2</i>	Osprey
2:15pm – 2:40pm	G	Time With Vendors	Harbor Vista Gallery
2:45pm – 3:45pm	B	Best Practices Discussion – CTE & VAPA <i>Speakers: Brenda Janairo, Rebecca Ingram</i> <i>Position: School District Employee</i>	Tidepool 1
2:45pm – 3:45pm	T	Building Resilience in Ourselves and Our Students <i>School/Company: Corning Union High School District</i> <i>Speakers: Jillian Damon</i> <i>Position: School District Employee</i>	Sandpiper D
2:45pm – 3:45pm	T	Incorporating Reading and Writing SBAC Question Stems Into Everyday ELA, Studies and Science Lesson Plans <i>School/Company: Orangewood High School</i> <i>Speakers: Bob Blanck</i> <i>Position: School District Employee</i>	Sandpiper A
2:45pm – 3:45pm	T	Special Education Co-Teaching Model in an Alternative Ed Setting <i>School/Company: Valley High School</i> <i>Speakers: Brenda Simmons, Sharon Clark</i> <i>Position: School District Employee</i>	Pelican
2:45pm – 3:45pm	T	Technology, Logistics and Dual Enrollment, East Los Angeles <i>School/Company: East Los Angeles College</i> <i>Speakers: Leo Medina</i> <i>Position: Consultant</i>	Shorebreak 1
2:45pm – 3:45pm	S	Playing With Blocks: The Reinnoation of High School <i>School/Company: Dr. William Cloo Ed. D</i> <i>Position: Other</i>	Sanderling
5:45pm – 10:30pm	G	Bus Transportation to The Midway/San Diego Harbor	Hotel Lobby
6:00pm – 7:00pm	G	President's Reception	The Midway
7:00pm – 10:00pm	G	Model School Gala	The Midway

CCEA Plus 2020/21 Vision, Making a Difference Together

- A** Accountability Dashboard
 B Best Practices Discussion
 C College and Career
 T Content Classes
 X Exemplary Programs
G General
I Intervention
M Model School
P Parent Engagement
L PLC
S School Culture and Climate
D Social and Emotional Learning
W WASC

SEPTEMBER 18 • SATURDAY

7:30am – 8:45am	G Buffet Breakfast	Silver Pearl Ballroom 1 & 2
9:00am – 10:00am	B Best Practices Discussion – ELA <i>School/Company: Orangewood High School</i> <i>Speakers: Bob Blanck</i> <i>Position: School District Employee</i>	Tidepool 1
9:00am – 10:00am	T Building a Village using Math Activities <i>School/Company: Mountain View High School</i> <i>Speakers: Karin Lee</i> <i>Position: School District Employee</i>	Sandpiper B
9:00am – 10:00am	T Service Learning: From Student of Masters to Master of Students <i>School/Company: Olympic High School</i> <i>Speakers: Yuri Buechler</i> <i>Position: School District Employee</i>	Sandpiper C
9:00am – 10:00am	S Designing an Orientation Program for Onboard Alternative Ed. Students <i>School/Company: Valley High School</i> <i>Speakers: Monica Lee</i> <i>Position: School District Employee</i>	Pelican
9:00am – 10:00am	D Second Chance at Living, Teaching, and Building Relationships <i>School/Company: Amistad High School</i> <i>Speakers: Alexis Arias</i> <i>Position: School District Employee</i>	Sandpiper A
9:00am – 10:00am	D Understanding The Teen Brain: They Are (Probably) Not Crazy! <i>School/Company: Orange Grove High School</i> <i>Speakers: Joseph Antonelli</i> <i>Position: School District Employee</i>	Shorebreak 1
9:00am – 11:15am	T 360 Degree Math: Equity and Engagement For All <i>School/Company: KIPP Texas</i> <i>Speakers: Sean Kavanaugh</i> <i>Position: School District Employee</i>	Sanderling
9:00am – 11:15am	I Our Pyramid Scheme: Why a Multi-tiered SYSTEM of Support Must Provide an Integrated Approach to Attendance, Behavioral Interventions and Supports, and Mental Health <i>School/Company: California Department of Education</i> <i>Speakers: Dan Sackheim</i> <i>Position: Educational Options Consultant</i>	Shorebreak 2
9:00am – 11:15am	D Emotions, Engagement, Empowerment: Brain-Based Instruction That Makes Learning Stick <i>School/Company: Thriving YOUiversity</i> <i>Speakers: Dr. Joelle Hood, Jessie Fuller, Janeen Antonelli</i> <i>Position: Consultants</i> <i>Vendors: Harbor Vista Gallery Table 2</i>	Osprey
9:00am – 11:15am	D Play, Pitfalls, and Presence: Transforming Stress to Challenge Through Games <i>School/Company: Murray High School / Prism Educational Consulting, L.L.C.</i> <i>Speakers: Erik Conklin, Ed.D.</i> <i>Position: School District Employee</i>	Sandpiper D

10:15am – 11:15am	A	CSI: California Dashboard <i>School/Company: Mountain View High School</i> <i>Speakers: Dr. Jordan B. Smith Jr, Karin Lee</i> <i>Position: School District Employee</i>	Sandpiper B
10:15am – 11:15am	B	Best Practices Discussion – Social Science <i>School/Company: Valley High School</i> <i>Speakers: Monica Lee</i> <i>Position: School District Employee</i>	Tidepool 1
10:15am – 11:15am	T	Engaging the Unengagable & Motivating the Unmotivated Student <i>School/Company: Teacher</i> <i>Speakers: Jon Schade</i> <i>Position: School District Employee</i>	Sandpiper C
10:15am – 11:15am	T	essaypop -- Creating Proficient Writers Using the Frame-Writing Method <i>School/Company: essaypop</i> <i>Speakers: Michael Hicks</i> <i>Position: Business</i> <i>Vendors: Harbor Vista Gallery Table 6</i>	Sandpiper A
10:15am – 11:15am	L	Forming Schoolwide Cross-Content PLC Groups <i>School/Company: Valley High School</i> <i>Speakers: Myron Kwai, Abi Leaf</i> <i>Position: School District Employee</i>	Pelican
10:15am – 11:15am	W	WASC Focus on Learning: Streamlining the Process for Continuation Schools <i>School/Company: ACS WASC</i> <i>Speakers: Brian Jensen</i> <i>Position: School District Employee</i>	Shorebreak 1
11:45am – 1:45pm	G	Lunch, Professional Awards & Exemplary Program Showcase Lunch with Jack O'Connell <i>Speakers: Joseph Antonelli, Sharon Clark, Gerardo Abrica, Grant Thor, Jack O'Connell</i>	Silver Pearl Ballroom 1, 2 & 3
1:45pm – 2:15pm	G	Time With Vendors	Harbor Vista Gallery
2:15pm – 3:15pm	B	Best Practices Discussion - Science <i>Position: School District Employee</i>	Tidepool 1
2:15pm – 3:15pm	C	Planning a Successful Career Fair <i>School/Company: Somerset High School</i> <i>Speakers: Jill Adams</i> <i>Position: School District Employee</i>	Sandpiper B
2:15pm – 3:15pm	X	1st Exemplary Programs Showcase <i>School/Company: Mountain View High School</i> <i>Speakers: Dr. Jordan B. Smith Jr, Karin Lee</i> <i>Position: School District Employee</i>	Shorebreak 2
2:15pm – 3:15pm	M	How to Become a Model School <i>School/Company: California Department of Education</i> <i>Speakers: Dan Sackheim</i> <i>Position: Education Options Consultant</i>	Shorebreak 1
2:15pm – 3:15pm	P	Parent Engagement <i>School/Company: Valley High School</i> <i>Speakers: Noemi Iraci, Monica Navarro</i> <i>Position: School District Employee</i>	Pelican
2:15pm – 3:15pm	S	Building Authentic School Culture with an Ever-Revolving Door <i>School/Company: Amistad High School</i> <i>Speakers: Katie Stahl, Ralph Reyes, Deborah Parra</i> <i>Position: School District Employee</i>	Sanderling

2:15pm – 3:15pm	D Resilience Can Be Taught: 10 Strategies Proven to Motivate Any Student <i>School/Company: Why Try Organization</i> <i>Speakers: Christian Moore</i> <i>Position: Business</i> <i>Vendors: Harbor Vista Gallery Table 5</i>	Sandpiper C
2:15pm – 4:30pm	T Technology & Logistics, East Los Angeles <i>School/Company: East Los Angeles College</i> <i>Speakers: Leo Medina</i> <i>Position: Consultant</i>	Sandpiper A
2:15pm – 4:30pm	S Creating a Positive Culture and Sense of Community Through the Use of Restorative Practices <i>School/Company: Valley High School</i> <i>Speakers: Monica Lee, Esthela Ledezma, Lou Landeverde, Adriana Bonilla, Sharon Clark</i> <i>Position: School District Employee</i>	Osprey
2:15pm – 4:30pm	S Moving the Heard: Look Inside to Influence Outside <i>School/Company: Murray High School / Prism Educational Consulting, L.L.C.</i> <i>Speakers: Erik Conklin, Ed.D.</i> <i>Position: School District Employee</i>	Sandpiper D
3:30pm – 4:30pm	B Round Table Discussion Classified and Support Staff <i>School/Company: Valley High School</i> <i>Speakers: Jessica Escobedo</i> <i>Position: School District Employee</i>	Tidepool 1
3:30pm – 4:30pm	T College & Career Success for Continuation Education <i>Speakers: Michael Dean</i>	Pelican
3:30pm – 4:30pm	G 2nd Exemplary Programs Showcase <i>School/Company: Mountain View High School</i> <i>Speakers: Dr. Jordan B. Smith Jr, Karin Lee</i> <i>Position: School District Employee</i>	Shorebreak 2
3:30pm – 4:30pm	M A Model Continuation High School Panel Discussion on Promising Practices for Application Writing and Site Validation Visit Preparation <i>School/Company: California Department of Education</i> <i>Speakers: Dan Sackheim</i> <i>Position: Education Options Consultant</i>	Shorebreak 1
3:30pm – 4:30pm	S Adult Perspective Shift: Creating a Trauma-Responsive Framework <i>School/Company: Corning Union High School District</i> <i>Speakers: Jillian Damon</i> <i>Position: School District Employee</i>	Sandpiper B
3:30pm – 4:30pm	D Resilience Can Be Taught: 4 Strategies to Build Resilience in Every Student <i>School/Company: Why Try Organization</i> <i>Speakers: Christian Moore</i> <i>Position: Business</i> <i>Vendors: Harbor Vista Gallery Table 5</i>	Sandpiper C

CCEA Plus 2020/21 Vision, Making a Difference Together

G General

SEPTEMBER 19 • SUNDAY

8:00am – 9:00am	G Closing Breakfast	Silver Pearl Ballroom 1 & 2
9:00am – 10:00am	G Informational Q & A Session with your CCEA Plus Board and CDE Representatives <i>School/Company: CCEA Plus</i> <i>Speakers: Gerardo Abrica, Grant Thor, Joseph Antonelli, Sharon Clark, Dan Sackheim</i> <i>Position: Board Members and CDE Representatives</i>	Silver Pearl Ballroom 1 & 2
10:00am – 10:10am	G Conference Closing	Silver Pearl Ballroom 1 & 2



2020/21 CCEA Plus

Keynote Speaker

Jack O'Connell

**Join Mr. O'Connell for his informative
Keynote Address Friday,
September 17th from 9:30am—10:30am
in the Silver Pearl Ballroom**

Former State Superintendent Jack O'Connell brings decades of public service and expertise to Capitol Advisors Group. During his two terms as State Superintendent of Public Instruction and twenty years as both a state Senator and Assembly Member, O'Connell focused on closing the achievement gap and preparing students for a rapidly changing global economy by holding high standards for all students. He is most proud of his successful efforts in reducing the vote threshold for passage of local school bonds from 67% to 55%. He remains a strong supporter and facilitator of partnerships among schools, businesses, communities, and philanthropies in order to engage all students with challenging, real-world education experiences. Prior to becoming a founding Partner of Capitol Advisors Group, Jack served as the Chief Education Officer at School Innovations and Advocacy. He earned his Bachelor of Arts degree from California State University, Fullerton, and a secondary teaching credential from California State University, Long Beach. He is married to Dr. Anne O'Connell, a former California school Superintendent.

CCEA Plus 2020/21 Vision, Making a Difference Together

- [A](#) Accountability Dashboard
 [B](#) Best Practices Discussion
 [C](#) College and Career
 [N](#) Community Day Schools
- [T](#) Content Classes
 [E](#) Educational Updates
 [G](#) General
 [M](#) Model School
 [R](#) Restorative Practices
- [S](#) School Culture and Climate
 [D](#) Social and Emotional Learning

SEPTEMBER 17 • FRIDAY

7:00am – 9:00am	G Registration Registration and Presenter check-in in the foyer. Registration will continue throughout the day. Remember, conference attendees must have a name badge to attend sessions.	Silver Pearl Foyer
7:30am – 9:00am	G Buffet Breakfast Buffet Breakfast will be served for all conference attendees.	Silver Pearl Ballroom 1 & 2
8:00am – 9:00am	D When Caring Hurts: Strategies for Coping with Compassion Fatigue <i>School/Company: Thriving YOUiversity</i> <i>Speakers: Jessie Fuller, Dr. Joelle Hood, Janeen Antonelli</i> <i>Position: Consultants</i> <i>Vendors: Harbor Vista Gallery Table 2</i> Caring too much can hurt. Our jobs as educators require us to care deeply for others, but sometimes when we focus so much on others without practicing self-care, harmful behaviors can surface. Participants in this engaging workshop will walk away with simple research-based practices from the fields of Mindfulness, Self-Compassion, and Positive Psychology, that they can utilize with both themselves and students to reduce compassion fatigue and improve overall physical and psychological well-being.	Osprey
9:00am – 10:45am	M Local Model School Showcase Come and meet representatives from Garfield High School, San Diego and Valley High School, Escondido as they showcase what makes their school a California Model Continuation High School. Note: This session requires a ticket to attend	Silver Pearl Ballroom 3
9:15am – 9:30am	G Welcome Message and Introductions Join us for the official opening of our 2020 CCEA "2020 Vision, Making a Difference Together" Annual Conference. Meet your CCEA Board Members and Representatives.	Silver Pearl Ballroom 1 & 2
9:30am – 10:30am	G Keynote Message with Jack O'Connell <i>School/Company: CDE</i> <i>Speakers: Jack O'Connell</i> <i>Position: Lobbyist</i> Former State Superintendent Jack O'Connell brings decades of public service and expertise to Capitol Advisors Group. During his two terms as State Superintendent of Public Instruction and twenty years as both a state Senator and Assembly Member, O'Connell focused on closing the achievement gap and preparing students for a rapidly changing global economy by holding high standards for all students. He is most proud of his successful efforts in reducing the vote threshold for passage of local school bonds from 67% to 55%. He remains a strong supporter and facilitator of partnerships among schools, businesses, communities, and philanthropies in order to engage all students with challenging, real-world education experiences. Prior to becoming a founding Partner of Capitol Advisors Group, Jack served as the Chief Education Officer at School Innovations and Advocacy. He earned his Bachelor of Arts degree from California State University, Fullerton, and a secondary teaching credential from California State University, Long Beach. He is married to Dr. Anne O'Connell, a former California school Superintendent.	Silver Pearl Ballroom 1 & 2
10:45am – 11:45am	B Best Practices Discussion – Math <i>School/Company: Mountain View High School</i> <i>Speakers: Dr. Jordan B. Smith Jr, Karin Lee</i> <i>Position: Teacher</i> Round Table discussions are your chance to connect with other educators from your content area. Join your Math colleagues from across the state to share experiences and have collaborative conversations. This is not a planned presentation, but an opportunity to discuss, collaborate, and make connections.	Tidepool 1

10:45am – 11:45am

C College & Career Success for Continuation Education

Sandpiper C

Speakers: Michael Dean

Increasing awareness of and access to the many existing programs that lift children out of poverty and lead to living wage jobs and careers. How Financial Aid, Dual enrollment and Strong Workforce Pathways motivate Alt. Ed. students to value education and prepare them for a happy, productive future in the 21st Century Economy.

10:45am – 11:45am

C Increased Academic Success and College Attendance in Continuation High School

Sandpiper A

School/Company: Corning Union High School District

Speakers: Dr. Daniel Barajas

Position: School District Employee

This presentation will focus on the results section of the study I conducted at a large continuation high school in a small district. The presentation will consist of a quick review of the study and results with a small panel discussion of students that are currently on their college journey. Below is the abstract from the study. The continuation school system seeks to offer students with diverse educational challenges and obstacles a second opportunity to complete their education. Presently, there is little research connected to the success of continuation high school graduates' level of persistence in any type of higher education. This study examined the influence teacher-student relationships had on a particular group of continuation high school students who, in spite of challenges associated with continuation-education deficit mindset, were able to attain academic success in higher education. The study sought to explore how the practices of comprehensive high school sites intersected with those of a specific continuation high school. Social Capital and Critical Race Theory provided the conceptual lens to analyze teacher-student relationships. The researcher captured students' and teachers' perceptions in order to analyze how their interactions and relationships could be strengthened to ensure student academic success and provide continuation high school students with options upon high school graduation.

10:45am – 11:45am

N Community Day Schools - From Basics to Beyond

Shorebreak 1

School/Company: California Department of Education

Speakers: Dan Sackheim

Position: CDE

Dan Sackheim has been the California Department of Education's state-wide program lead for community day schools for 25 years. He will be presenting an overview of the essential elements for establishing and operating a community day school, including a cost-benefit analysis you can use. There will also be time for your questions. This will be a great time to identify and meet some of your peers who are interested in CDSs!

10:45am – 11:45am

T Designing Inclusive Pathways through Work-Based Learning and 21st Century Personalized Instruction

Sandpiper B

School/Company: Mountain House High School

Speakers: Karen Perez, Ben Fobert

Position: School District Employee

Come hear how Mountain House High School has transformed a pathway-based alternative education program from 'boring old credit recovery' to a work-based instructional model that incorporates job shadows, internships, work experience, service-learning, social-emotional learning, direct instruction, and online credit recovery - all while focusing on the 4 C's of 21st Century Learning (critical thinking, communication, collaboration, and creativity). We will show you how our district incorporated these strategies within the traditional 9-12th grade high school to Empower, Personalize, Innovate, and Collaborate - providing our students with an "EPIC" pathway to graduation.

10:45am – 11:45am

T E.P.I.C. Education (Engaging, Project-Based, Integrated Curriculum)

Sandpiper D

School/Company: Delta Model High School

Speakers: Glynda Maddaleno, Tami Contreras

Position: School District Employee

Join Glynda Maddaleno, CCEA Teacher of the year, Santa Barbara Crystal Apple Winner, and 20 year Alt. Ed. Veteran as she demonstrates how everyone can bring engagement, rigor, and excitement to any class with any variety of kids to boost higher levels of thinking and student success! This is an interactive workshop that will cover the "What's", "How's" and "WHYs" you need to start EPIC lessons in your classrooms. We will cover interactive strategies, how to design PBL in the Alt. Ed setting, and how you can easily assess it all to prove you're as GREAT as you are! Come for some insight and energy and leave with strategies and samples you can use on Monday at school!

*School/Company: CCEA Plus**Speakers: Barrett Snider, Jack O'Connell**Position: Board Members and CDE Representatives*

Join CCEAs lobbyist, Mr. Barrett Snider, for the latest updates pertaining to alternative education and the state of education in California today. Barrett Snider has spent nearly two decades working in California politics and is a founding partner of Capitol Advisors Group, where he manages the daily government relations operations of the firm. His diverse experience in both legislative advocacy and political campaigns provides clients with valuable industry expertise and strategic political consulting. Immediately prior to the founding of Capitol Advisors Group, Barrett ran the operations of California's then-largest K-12 government relations firm in Sacramento. He also served as a Legislative Advocate in the firm of Peter Birdsall & Associates. Mr. Snider has also worked on a number of legislative and statewide political campaigns under political consultant Gale Kaufman. He was a consultant and spokesperson for the Yes on Prop 1D campaign - the \$10.4 billion statewide school facilities bond passed by voters in November 2006. Mr. Snider has also served on the Board of Directors of the California Restaurant Association Education Foundation. He began his career as an intern in the office of United States Senator Barbara Boxer. He is a graduate of the University of California, Davis, with degrees in Political Science and Communication.

R Beyond PBIS- How can we quantify behavior?

Sanderling

*School/Company: Chaparral High School**Speakers: Angela DeaMude, Brittany Phillips, Matt Farley, Claudia Sandoval, Buffy Flores, James Sturch, Leslie Bartlett, Lauren Buckland**Position: School District Employee*

Chaparral High School has developed a behavior monitoring system that allows students to move through various levels, earning perks along the way. Come hear about our journey - what has worked, what hasn't, and how to manage student accountability.

R Restorative Practices: Pre, Present and Post Pandemic

Osprey

*School/Company: Buena Vista High School**Speakers: Jose Mendez, Katherine Thomas**Position: School District Employee*

We are elated to present on Restorative Practices and the outstanding results we have had at Buena Vista. We will share what RP is and what it is not, as well as the functions, best practices, talk about the Social Discipline window, show RP in action Pre, present distance learning as well as how it will look post pandemic. We will finish up with sharing some staff and student testimonials and give you some practical tools to take with you to use your students and staff. Our goal is to share the positive effects RP has brought to Buena Vista as well as give you tools to put into action.

D Integrating Social, Emotional, and Academic Learning

Pelican

*School/Company: Thriving YOUiversity**Speakers: Jessie Fuller, Dr. Joelle Hood, Janeen Antonelli**Position: Consultants**Vendors: Harbor Vista Gallery Table 2*

To flourish means "to grow or develop in a healthy or vigorous way, especially as a result of a particularly favorable environment." If we want students and staff to flourish, then educational leaders need to plant the seeds, nourish the environment, and cultivate the climate for optimum growth. Research is clear that social-emotional learning (SEL) is critical for student success in school, college, work, and life. The truth is, SEL isn't separate from academics – the two go hand-in-hand, and that is why this series is called S.E.A.L. – Social, Emotional, and Academic Learning. In this engaging session, Dr. Joelle Hood will demonstrate how SEL needs to be modeled from all adults and integrated into all areas of the school site and district. She will share how she has brought this deep dive learning into Executive Cabinets and District Management Retreats, into multi-day sessions with teachers and counselors, and into an innovative and interactive online course to empower educators with the opportunity to strengthen their own social emotional intelligence, well-being and resilience, and deepen their understanding of WHY these skills are so important to students and staff. Participants will engage in discussions and activities that they can immediately replicate with their staff, to initiate positive change in the lives of all stakeholders. The experiential learning is designed to help leaders have a deeper understanding of S.E.A.L. in order to provide support and guidance to their staff, as well as to infuse this mindset into site and district practices.

G Lunch

Silver Pearl Ballroom 1 & 2

Lunch will be served for all conference attendees in the Silver Pearl Ballroom 1 & 2.

1:15pm – 2:15pm

A Getting out of the "RED" on the DASS Dashboard

Pelican

School/Company: Orangewood High School

Speakers: Bob Blanck

Position: School District Employee

With the new DASS dashboard, many continuation schools are finding themselves in the "RED" in every indicator. We would like to come together for a round table discussion and best practices brainstorming session to figure out how to pull our continuation schools out of the "RED." This will not be a presentation is a facilitated discussion with teachers and administrators sharing ideas that their schools have implemented that seem to be working to pull themselves out of the "RED." If you are one of the few schools with DASS indicators that are not in the "RED," please come and share with the rest of us what you are doing.

1:15pm – 2:15pm

B Best Practices Discussion – SPED

Tidepool 1

School/Company: Somerset High School, Valley High School

Speakers: Jill Adams, Brenda Simmons

Position: School District Employee

Round Table discussions are your chance to connect with other educators from your content area. Join your Special Ed colleagues from across the state to share experiences and have collaborative conversations. This is not a planned presentation, but an opportunity to discuss, collaborate, and make connections.

1:15pm – 2:15pm

T Industry Certification Exams Hosted on ICEV Online

Sanderling

School/Company: CEV Multimedia

Speakers: Maggie McGill

Position: Business

Vendors: Harbor Vista Gallery Table 7

Industry certifications, hosted on ICEV Online's safe and secure platform, are developed by industry leaders, reflect the needs of real-world career expectations, and distinguish individuals from their peers when applying for jobs. In this session you will learn about all of the CTE courses offered as well as how to set up certification courses for your students, integrate the study materials into your curriculum, monitor student progress and how to proctor the certification exams. Re-entry, skill building certification courses or any of the regular CTE courses can be teacher led, hybrid or self-paced. The ICEV Online testing platform has something for every program, for more information on the 16 industry certifications please go to, <https://www.icevonline.com/industry-certifications/industry-certifications-education> or for more information on all the CTE subject areas we have go to, <https://www.icevonline.com/curriculum>.

1:15pm – 2:15pm

S Activities and Athletics in Continuation Schools

Sandpiper D

School/Company: Tierra Del Sol Continuation High School

Speakers: Lauretta A Eldridge

Position: School District Employee

Continuation Schools are the best forums for Activities and Athletics. While you examine this year's "2020 Vision, Making a Difference Together", discover concepts, examples, and ideas that will assist you in a successful Alternative Education program. All students need the opportunity to thrive during their high school experience; this workshop will support those staff who enjoy Activities and Athletics in Alternative Education.

1:15pm – 2:15pm

S Alternative to Suspension Programs

Sandpiper A

School/Company: Valley High School

Speakers: Tara Monzet

Position: School District Employee

The Escondido High School District offers educational programs as an alternative to suspension for a variety of offenses. This is an opportunity for the district to offer counseling and support to students who may be making unsafe and unhealthy choices. Students participate in an educational counseling program and work to develop new coping skills and discuss positive alternatives to unhealthy behaviors by participating in restorative circles, self-reflection, verbal discussions and life skills activities.

1:15pm – 2:15pm

D Trauma, Behavior, And What To Do About It

Shorebreak 1

School/Company: Orange Grove High School

Speakers: Joseph Antonelli

Position: School District Employee

We will take a look at how trauma affects the brain and behavior. We will look at childhood trauma and how it shapes behavior and the ability to learn. More importantly, we will discuss strategies to respond productively to behavioral challenges. Mike Tyson once said, "Everybody has a plan until they get hit in the face," and we will discuss how to fix things when we don't respond as calmly as we had hoped we would.

1:15pm – 3:30pm

T Reduce Daily Disruptions and Discover Your Passion for Teaching Again

Sandpiper B

School/Company: Elliott Continuation High School

Speakers: Jill Ellis

Position: School District Employee

With the current push to keep students in school by lowering suspension rates, California is leading the way by placing the pressure on the teacher to attempt a variety of strategies for the repeatedly disruptive, non-compliant, or angry student before sending them to the office. This seminar will be a fun, interactive day that requires nothing of you, except for an open mind to make small changes in your classroom that can make a BIG difference. I am passionate about sharing what I have learned and been able to implement into my own classroom and am excited to share these simple tools and tips with you. Your classroom, your attitude, and your outlook will be transformed through these evidence-based strategies that work.

1:15pm – 3:30pm

S Dropouts? Call in the National Guard!

Sandpiper C

School/Company: Discovery ChalleNGe Academy

Speakers: Chief Matthew J. Reece

Position: Other

You've pulled out every card in the deck on that one student. As an Alt-Ed Professional, you are passionate about what you do and you want nothing more than for this kid to succeed. Where do you go from here? Call in the National Guard! The National Guard Youth ChalleNGe Program is a 22-week, Residential, Quasi-Military, Credit Recovery Program serving at-risk youth between 16-18 years of age. here are three programs in California, serving Northern, Central, and Southern California. We are here for you. In this two-part series, hear from Chief Matthew Reece about how the program is structured and the application process. Then, come meet our cadets to get a better idea of what product is coming back to your school and your community.

1:15pm – 3:30pm

S Implementing What Wise Youth Tell Us About What Supports or Undermines Resiliency and Success

Shorebreak 2

School/Company: California Department of Education

Speakers: Dan Sackheim, Youth Panel

Position: Educational Options Consultant

Through whole group and small group active discussions, participants will discuss factors identified by youth as being at the core of student resiliency and learning. Participants will (1) learn about factors that support or undermine youth engagement in school and the community and (2) learn about factors in school and the community that support or undermine youth resiliency in the face of challenges (3) experience how wise youth are, especially about these issues. This will include overall school climate, academic challenges, behavioral and attendance challenges, and being respected in their cultural and other forms of identity. We need to reshape our actions based on what they say. Come prepared to commit and plan for action!

1:15pm – 3:30pm

D "More Good Days: A Strengths-Based Approach to Creating a Trauma-Sensitive Classroom"

Osprey

School/Company: Thriving YOUniversity

Speakers: Dr. Joelle Hood, Jessie Fuller, Janeen Antonelli

Position: Consultants

Vendors: Harbor Vista Gallery Table 2

Currently, in the United States, more than 60% of children have reported experiencing at least one adverse childhood experience and 20% have experienced three or more. As educators, we see the impact of trauma every day on students' behavior, engagement, and academic readiness on our campuses and in the classroom. This informative, engaging, and experiential workshop guides participants to seek solutions and build relationships and environments that will allow all students to thrive. Participants will walk away with a deeper understanding of the impact of trauma on student learning and behavior, as well as research-based practices and strategies that they can begin to implement in their classroom immediately as part of a trauma-informed approach.

2:15pm – 2:40pm

G Time With Vendors

Harbor Vista Gallery

Take time between sessions to meet and network with our fabulous Vendors in the Harbor Vista Gallery.

2:45pm – 3:45pm

B Best Practices Discussion – CTE & VAPA

Tidepool 1

Speakers: Brenda Janairo, Rebecca Ingram

Position: School District Employee

Round Table discussions are your chance to connect with other educators from your content area. Join your CTE & VAPA colleagues from across the state to share experiences and have collaborative conversations. This is not a planned presentation, but an opportunity to discuss, collaborate, and make connections.

2:45pm – 3:45pm	<p>T Building Resilience in Ourselves and Our Students</p> <p><i>School/Company: Corning Union High School District</i></p> <p><i>Speakers: Jillian Damon</i></p> <p><i>Position: School District Employee</i></p> <p>Self-awareness is critical for educators, that is their ability to recognize how their thoughts and actions influence others. And this time of school closures and a global pandemic, how can we develop our own resiliency to combat compassion fatigue? Join one continuation school educator as she shares some ideas for how to regulate our own emotions in order to help facilitate positive and more nurturing relationships with our students.</p>	Sandpiper D
2:45pm – 3:45pm	<p>T Incorporating Reading and Writing SBAC Question Stems Into Everyday ELA, Studies and Science Lesson Plans</p> <p><i>School/Company: Orangewood High School</i></p> <p><i>Speakers: Bob Blanck</i></p> <p><i>Position: School District Employee</i></p> <p>This session will show teachers and administrators how to access the SBAC questions stems online and then how to incorporate them into everyday lesson plans. Incorporating SBAC question stems into everyday lessons helps students understand the language of the SBAC questions so that when the testing time comes around they have already seen the same types of questions and are used to answering them because they have been exposed to them all year. Once we have found the question stems, we will practice incorporating them into lessons. This strategy supports the reading and writing standards across ELA, Social Studies and Science. It also ties in very well with many AVID strategies. The most important part of this strategy is that it is preparing students for the CAASPP test and teaching the Common Core Reading and Writing standards on a daily basis.</p>	Sandpiper A
2:45pm – 3:45pm	<p>T Special Education Co-Teaching Model in an Alternative Ed Setting</p> <p><i>School/Company: Valley High School</i></p> <p><i>Speakers: Brenda Simmons, Sharon Clark</i></p> <p><i>Position: School District Employee</i></p> <p>This session will address the struggles that many schools have with Including all students with IEPs in General Education Classes. Twelve years ago Valley High School instituted a co teaching model. All students with IEPs receive support through co teaching and collaboration between the General Education instructor and the Education Specialist. We have seen that having 2 teachers in the classrooms help all students. It allows students with IEPs to receive individual attention while staying in the general education classroom and their peers benefit too.. Since the pull-out model is not in place there is better continuity in student learning. In addition, classroom teachers benefit from the expertise having the Education Specialist help design and implement the lessons. This allows for a smoother implementation of accommodations. Come to this targeted presentation to learn more about how Valley High School makes this work.</p>	Pelican
2:45pm – 3:45pm	<p>T Technology, Logistics and Dual Enrollment, East Los Angeles</p> <p><i>School/Company: East Los Angeles College</i></p> <p><i>Speakers: Leo Medina</i></p> <p><i>Position: Consultant</i></p> <p>This presentation will introduce attendees to the opportunity for dual-enrollment into courses in Technology & Logistics. In addition, high school curriculum in Global Logistics as a pathway into dual enrollment will be presented. Logistics is a pandemic and recession-proof industry and the second-fastest-growing industry in the US. Every student should begin taking courses in logistics in order to position themselves for college and career readiness.</p>	Shorebreak 1
2:45pm – 3:45pm	<p>S Playing With Blocks: The Reinnoation of High School</p> <p><i>School/Company: Dr. William Cloo Ed. D</i></p> <p><i>Position: Other</i></p> <p>How do we rebuild the castle of high schools after the devastation of COVID-19? How can transformational leaders reimagine school for all students while benefiting society? PLAYING WITH BLOCKS is written for policymakers and educators to address: Current approaches to learning at high school The effects of the COVID-19 pandemic on students The role of high school in society More effective school calendars and bell schedules New ideas for teacher responsibilities and tenure Methods to leverage technology for student learning</p>	Sanderling
5:45pm – 10:30pm	<p>G Bus Transportation to The Midway/San Diego Harbor</p> <p>Meet us in the lobby to catch the bus to The Midway for our Model School Gala</p>	Hotel Lobby
6:00pm – 7:00pm	<p>G President's Reception</p> <p>Join us on the deck of the Midway to mingle and network with conference attendees and guests.</p>	The Midway

Join us for our 2020 Model Schools Gala. This year we will be recognizing 2020 & 2021 Model Continuation High Schools from across the state of California.

CCEA Plus 2020/21 Vision, Making a Difference Together

- ☐ **A** Accountability Dashboard
 ☐ **B** Best Practices Discussion
 ☐ **C** College and Career
 ☐ **T** Content Classes
 ☒ **X** Exemplary Programs
- ☐ **G** General
 ☐ **I** Intervention
 ☐ **M** Model School
 ☐ **P** Parent Engagement
 ☐ **L** PLC
 ☐ **S** School Culture and Climate
- ☐ **D** Social and Emotional Learning
 ☐ **W** WASC

SEPTEMBER 18 • SATURDAY

7:30am – 8:45am	G Buffet Breakfast Buffet Breakfast will be served for all conference attendees in the ____ room.	Silver Pearl Ballroom 1 & 2
9:00am – 10:00am	B Best Practices Discussion – ELA <i>School/Company: Orangewood High School</i> <i>Speakers: Bob Blanck</i> <i>Position: School District Employee</i> Round Table discussions are your chance to connect with other educators from your content area. Join your English colleagues from across the state to share experiences and have collaborative conversations. This is not a planned presentation, but an opportunity to discuss, collaborate, and make connections.	Tidepool 1
9:00am – 10:00am	T Building a Village using Math Activities <i>School/Company: Mountain View High School</i> <i>Speakers: Karin Lee</i> <i>Position: School District Employee</i> We have been hosting and facilitating Math Fun Nights throughout our district. We started small just inviting our own kids to play and learn the activities during school hours. As they became more adept and trained we invited the neighboring elementary to send some classes. In the last two years, it has snowballed to the point that our diverse population of students is facilitating Family Math nights at 4 out of the 7 Elementary schools in our district, with the others jostling to find a time where all participants are available. We have seen students grow into capable and productive members of the community. Please come and join us in the exploration of these math activities that boost engagement both in and out of the classroom.	Sandpiper B
9:00am – 10:00am	T Service Learning: From Student of Masters to Master of Students <i>School/Company: Olympic High School</i> <i>Speakers: Yuri Buechler</i> <i>Position: School District Employee</i> The Olympic High School Service-Learning Program offers students an opportunity to volunteer in an elementary school or community agency and earn credit toward graduation. Service-Learning started at Olympic over 38 years ago and provides valuable learning experiences for students while instilling in them necessary workplace expectations as well as a volunteer ethic. Students' reflections on their Service-Learning Program experience is also tied into our Language Arts curriculum.	Sandpiper C
9:00am – 10:00am	S Designing an Orientation Program for Onboard Alternative Ed. Students <i>School/Company: Valley High School</i> <i>Speakers: Monica Lee</i> <i>Position: School District Employee</i> An overview of Valley High's successful 6 week orientation program that introduces students and sets high expectations for high school in academics and behavior. Focus is on students social emotional health and teaching the students how to be aware of external events that may be impeding on their education. Using circles and creating a purpose for building relationships with staff and their teachers is imperative for students to find success. After taking the course students feel ready to respond to past failures and have tools to be successful on campus and in the "Real World." Big emphasis is put on how to self-advocate, how to set goals, working on communication skills, and participating in team building exercises.	Pelican

9:00am – 10:00am	<p>D Second Chance at Living, Teaching, and Building Relationships Sandpiper A</p> <p><i>School/Company: Amistad High School</i></p> <p><i>Speakers: Alexis Arias</i></p> <p><i>Position: School District Employee</i></p> <p>In 2017 I became a survivor of the Las Vegas Route 91 Mass Shooting, and since then I have been able to reflect on my life as a teacher in an alternative education setting with students who have experienced their own traumas. I share how I am able to make connections between the struggles I face during recovery to the struggles many of our students are experiencing during their adolescent years. Aside from using my second chance at life to form more meaningful connections with my students on a personal level, I also take this second chance at living to appreciate the learning experiences I develop as a teacher. I would like to share with alt ed teachers, an example or two of how I take a creative approach to develop engaging experiences for our often reluctant learners.</p>
9:00am – 10:00am	<p>D Understanding The Teen Brain: They Are (Probably) Not Crazy! Shorebreak 1</p> <p><i>School/Company: Orange Grove High School</i></p> <p><i>Speakers: Joseph Antonelli</i></p> <p><i>Position: School District Employee</i></p> <p>In this workshop, we will explore this critical time period in brain development. Adolescence is a unique period in our brain's transition from child to adult. Teen behavior can be challenging, frightening, frustrating, and sometimes hilarious. We will take a tour of brain development and how to respond to adolescent's behaviors in a productive way.</p>
9:00am – 11:15am	<p>T 360 Degree Math: Equity and Engagement For All Sanderling</p> <p><i>School/Company: KIPP Texas</i></p> <p><i>Speakers: Sean Kavanaugh</i></p> <p><i>Position: School District Employee</i></p> <p>With 360° Math, teachers and instructional leaders will improve Math achievement and make Math fun again! In a 360° Math classroom, students learn in a collaborative social network, allowing teachers to provide real-time feedback and address misconceptions before they become learned. Walk away with the tools and inspiration to immediately improve Math practices in your school. 360° Math is not a curriculum and it is not a strategy...it is the new way kids learn math. Students in an alternative high school education learning environment have most likely experienced anxiety, failure, and trauma when it comes to Math. By making the students the performers, giving them the safety of a social network, and working on a non-permanent surface, 360 Degree Math will change the student experience.</p>
9:00am – 11:15am	<p>I Our Pyramid Scheme: Why a Multi-tiered SYSTEM of Support Must Provide an Integrated Approach to Attendance, Behavioral Interventions and Supports, and Mental Health Shorebreak 2</p> <p><i>School/Company: California Department of Education</i></p> <p><i>Speakers: Dan Sackheim</i></p> <p><i>Position: Educational Options Consultant</i></p> <p>Local control accountability plans address academic data, as well as school climate concerns that include absenteeism, behavioral interventions, and designated student populations. Mental health challenges can undermine success. Much of the talk about educational solutions is framed as Multi-Tiered Systems of Support. Our workshop presents how all of these challenges and proposed answers must be considered together in an integrated approach we call our Pyramid Scheme. Participants will (1) learn about why a Multi-tiered SYSTEM of Support must provide an integrated approach to attendance, behavioral interventions and supports, and mental health. (2) learn how each of these integrated elements area can be addressed in Tier 1 Prevention, Tier 2 Early Identification and Response, and Tier 3 Intensive Interventions; (3) Learn about team approaches, including Student Support Teams and School Attendance Review Boards that integrate all of these elements. As time allows, participants will discuss in small groups amongst themselves how to implement MTSS Pyramid Schemes.</p>
9:00am – 11:15am	<p>D Emotions, Engagement, Empowerment: Brain-Based Instruction That Makes Learning Stick Osprey</p> <p><i>School/Company: Thriving YOUNiversity</i></p> <p><i>Speakers: Dr. Joelle Hood, Jessie Fuller, Janeen Antonelli</i></p> <p><i>Position: Consultants</i></p> <p><i>Vendors: Harbor Vista Gallery Table 2</i></p> <p>There has been an explosive insurgence of research on how to ignite and cultivate optimum environments for learning. We know that social and emotional factors are NOT separate from academic learning. We know that many neuroscientific studies are giving us easy and approachable ways to help ourselves and our students access and retain information and connect it to deeper learning... and yet, many educators are still using outdated strategies and aren't familiar with the ones that work. In this enlightening, engaging, and empowering session, the facilitators will review the research and explore powerful practices connected to how our brains best absorb and retain information. Participants will walk away with activities, interventions, and structures that they can use immediately in their classrooms to engage, empower, and enhance student growth and make learning stick.</p>

9:00am – 11:15am

D Play, Pitfalls, and Presence: Transforming Stress to Challenge Through Games

Sandpiper D

*School/Company: Murray High School / Prism Educational Consulting, L.L.C.**Speakers: Erik Conklin, Ed.D.**Position: School District Employee*

Being fully present and focusing can be difficult for everyone, but particularly continuation school students. Teachers often ask students to focus, but rarely teach HOW to practice focusing. This skill is teachable and this workshop will demonstrate that scientific research has demonstrated the human body and brain decrease in efficacy when stressed and both of those increase in efficacy when challenged. Many continuation school students experience a great deal of stress in their lives, from home, social, work, or school experiences. Students who have inappropriate responses to stress and challenge will not be able to focus on any academic achievement, as they can sabotage themselves with their behavior. This workshop seeks to help teachers and leaders understand the vital importance of social-emotional learning as fundamental to the academic success of students.

10:15am – 11:15am

A CSI: California Dashboard

Sandpiper B

*School/Company: Mountain View High School**Speakers: Dr. Jordan B. Smith Jr, Karin Lee**Position: School District Employee*

The California Dashboard report for most alternative schools is full of red results. Crime scene investigation is the meeting point of science, logic, and law. "Processing a dashboard crime scene" is a long, tedious process that involves purposeful documentation of the conditions at the scene and the collection of any physical evidence that could possibly illuminate what happened and point to who did it. There is no typical crime scene, there is no typical body of evidence and there is no typical investigative approach. Learn about one school's efforts to remove the bloodstains from their dashboard through the use of field-tested protocols.

10:15am – 11:15am

B Best Practices Discussion – Social Science

Tidepool 1

*School/Company: Valley High School**Speakers: Monica Lee**Position: School District Employee*

Round Table discussions are your chance to connect with other educators from your content area. Join your Social Science colleagues from across the state to share experiences and have collaborative conversations. This is not a planned presentation, but an opportunity to discuss, collaborate, and make connections.

10:15am – 11:15am

T Engaging the Unengagable & Motivating the Unmotivated Student

Sandpiper C

*School/Company: Teacher**Speakers: Jon Schade**Position: School District Employee*

In any and every class we may teach, there are always some students who are difficult to engage in the lesson—and especially in alternative ed settings. In this session, I will share some very specific & easily replicable strategies to engage even the most unmotivated student. And these are NOT theory-based, but application-based strategies. This will be an entirely interactive session, where I will take the part of the teacher, & all session attendees will be active-participant "students"...who will not just see, but experience the power of these strategies. You will literally be able to replicate and implement these in your own lessons, with very little prep, as soon as your next class day—I guarantee!

10:15am – 11:15am

T essaypop – Creating Proficient Writers Using the Frame-Writing Method

Sandpiper A

*School/Company: essaypop**Speakers: Michael Hicks**Position: Business**Vendors: Harbor Vista Gallery Table 6*

Writing is hard and students really struggle when they try to compose academic papers. Did you know that only about one-quarter of students, grades 8 through 12, perform at the Proficient level in writing (NAEP) and only 1 percent of all students in the 12th grade nationwide could write a sophisticated, well-organized essay (Nation's Report Card)? It's a real concern. Essaypop's frame-writing method demystifies academic writing by compartmentalizing the constituent elements of the essay into distinct, easily-approachable parts. Students compose essays frame by frame, resulting in properly structured and well-organized academic papers. essaypop founders Michael Hicks and Steve Torres will guide you through a digital platform that not only supports the frame writing method, but features a social and interactive component called the Hive that allows teachers and students to collaborate as they write. It is a fun and intuitive tool that will fit the alternative high school environment perfectly, and essaypop is offering it to CCEA members for free.

10:15am – 11:15am	<p>L Forming Schoolwide Cross-Content PLC Groups Pelican</p> <p><i>School/Company: Valley High School</i> <i>Speakers: Myron Kwai, Abi Leaf</i> <i>Position: School District Employee</i></p> <p>Most PLC groups at comprehensive sites are based around common content. At continuation schools, this is almost impossible due to the limited number of teachers. Instead of focusing on content and curriculum, the focus of PLC groups should be about the pedagogy and teacher moves. Having conversations and experiences with teachers with different content brings new perspectives and ways to improve our teaching practices. This presentation goes over creating and structuring cross-content PLC groups and how Valley High School has experienced this over the past 2 years.</p>
10:15am – 11:15am	<p>W WASC Focus on Learning: Streamlining the Process for Continuation Schools Shorebreak 1</p> <p><i>School/Company: ACS WASC</i> <i>Speakers: Brian Jensen</i> <i>Position: School District Employee</i></p> <p>WASC Accreditation is a proven continuous improvement accreditation process that is student-centered and collaborative. This interactive session will provide tips and insights for streamlining and adapting the Focus on Learning process to support continuation schools in meeting the unique needs of their students.</p>
11:45am – 1:45pm	<p>G Lunch, Professional Awards & Exemplary Program Showcase Lunch with Jack O'Connell</p> <p><i>Speakers: Joseph Antonelli, Sharon Clark, Gerardo Abrica, Grant Thor, Jack O'Connell</i> Silver Pearl Ballroom 1, 2 & 3</p> <p>Join us for Lunch in the Harbor Ballroom with Jack O'Connell and to honor this year's Professional Awards & Exemplary Program. Awards will be presented for CCEA Teacher of the Year, Administrator of the Year, Classified Employee of the Year, Support Person of the Year, Superintendent of the Year, Officer of the Year, Exemplary Programs, Student Essay winners, Student Program Cover Contest winner and Exemplary Programs. We will also be auctioning off our regional baskets to raise money for our student contest winners.</p>
1:45pm – 2:15pm	<p>G Time With Vendors Harbor Vista Gallery</p> <p>Take time between sessions to meet and network with our fabulous Vendors in the Harbor Vista Gallery.</p>
2:15pm – 3:15pm	<p>B Best Practices Discussion - Science Tidepool 1</p> <p><i>Position: School District Employee</i></p> <p>Round Table discussions are your chance to connect with other educators from your content area. Join your Science colleagues from across the state to share experiences and have collaborative conversations. This is not a planned presentation, but an opportunity to discuss, collaborate, and make connections.</p>
2:15pm – 3:15pm	<p>C Planning a Successful Career Fair Sandpiper B</p> <p><i>School/Company: Somerset High School</i> <i>Speakers: Jill Adams</i> <i>Position: School District Employee</i></p> <p>A high school career fair can help students prepare for their future careers and plan the track of education they will need to follow. Come and learn things like timelines, contacting presenters, an unique rotation process, and how students earn credits for the day!</p>
2:15pm – 3:15pm	<p>X 1st Exemplary Programs Showcase Shorebreak 2</p> <p><i>School/Company: Mountain View High School</i> <i>Speakers: Dr. Jordan B. Smith Jr, Karin Lee</i> <i>Position: School District Employee</i></p> <p>Join us for an informative session as the following Exemplary Program recipients will showcase their programs.</p> <ol style="list-style-type: none"> 1. Responsibility Program-Monica Lee- Valley High School 2. Activity and Athletic Program-Lauretta Eldridge-Tierra Del Sol HS 3. Art Program-Michael Akey-Central Valley High School 4. PBIS Implementation Program-Michael Akey-Central Valley High School 5. Orientation Program-Richard Rodriguez-Frontier High School

School/Company: California Department of Education

Speakers: Dan Sackheim

Position: Education Options Consultant

This presentation will address everything you need to know about building your Model School Application.

Components of the Review Process will be reviewed as well as strengths and challenges of the written application and site visit expectations. Be prepared with questions you may have as we will go through every section of the application.

School/Company: Valley High School

Speakers: Noemi Iraci, Monica Navarro

Position: School District Employee

How can we keep parents informed and vested during their student's tenure with us? We will go over our game plan, what worked, what we improved and how our parents stayed connected these last 2 years. Our format can be duplicated with minimal staff, live or via zoom. Parents want communication and personalizing the experience keeps them returning. We will discuss our 10 minute parent progress meetings, parent webinars and home visits. Now that we have technology and attention, how do we keep this going?

School/Company: Amistad High School

Speakers: Katie Stahl, Ralph Reyes, Deborah Parra

Position: School District Employee

Amistad High School is a Model Continuation High School located in Indio, CA. During the past 5 years, we have focused on developing a school culture that reflects our Schoolwide Learner Outcomes, which is reflected in our motto: We are Eagles, watch us SOAR! Our students are: Successful, Open-Minded, Active Learners, and Respectful in the school and in the community (SOAR). We are proud to share our program outcomes, including our process of learning what works and improving on what doesn't, for our particular student population in an alternative high school setting. Programs/strategies we intend to share in our presentation include: improving attendance rates; encouraging parent participation and communication; encouraging community involvement; forming relationships and promoting school culture for students who transition from their traditional high schools (both at the beginning of the year and mid-semester); creating student leaders on campus; encouraging a focus on academics; PBIS; adopting the MTSS framework to fit our Schoolwide Learner Outcomes; encouraging College and Career Readiness and FAFSA completion; CTE programs & certification; and so much more!

School/Company: Why Try Organization

Speakers: Christian Moore

Position: Business

Vendors: Harbor Vista Gallery Table 5

Learn how teaching social and emotional life skills in ways that students can understand, relate to, and remember will help teachers strengthen relationships with students, grab attention, inspire, and build resilience in students of all ages. These strategies have helped over 2 million youth in 20,000 K-12 schools, mental health, and correctional organizations worldwide in the areas of academic success, dropout prevention, classroom management, and bullying prevention. Learn how to engage every student using visual metaphors, videos, music, and activities.

School/Company: East Los Angeles College

Speakers: Leo Medina

Position: Consultant

This presentation will introduce attendees to the opportunity for dual-enrollment into courses in Technology & Logistics. In addition, high school curriculum in Global Logistics as a pathway into dual enrollment will be presented. Logistics is a pandemic and recession-proof industry and the second-fastest-growing industry in the US. Every student should begin taking courses in logistics in order to position themselves for college and career readiness.

2:15pm – 4:30pm	S Creating a Positive Culture and Sense of Community Through the Use of Restorative Practices <i>School/Company: Valley High School</i> <i>Speakers: Monica Lee, Esthela Ledezma, Lou Landeverde, Adriana Bonilla, Sharon Clark</i> <i>Position: School District Employee</i> Restorative Practices explores how intentional community building creates a supportive learning environment. Through Restorative Practices, we engage in approaches that seek to proactively build community and a sense of belonging. Learn about Restorative Practices and how you can implement it into your daily interactions with each other and with your students on campus school wide. We have seen a drop in the number of referrals for classroom behaviors, particularly a major drop in the number of students who were sent up repeatedly for the same behavior, and so can you.	Osprey
2:15pm – 4:30pm	S Moving the Heard: Look Inside to Influence Outside <i>School/Company: Murray High School / Prism Educational Consulting, L.L.C.</i> <i>Speakers: Erik Conklin, Ed.D.</i> <i>Position: School District Employee</i> Effectively leading teachers, students, or even ourselves is a noble and tough challenge. Leading for learning can be difficult when we assume our communication is clear with our students, our staff, and our leadership officers. Distractions such as our phones, constant interruptions, and our own wandering minds can erode effective communication and trust. In this session, we will pull back the layers of what it means to be fully present with our communications. This session is designed to help support alternative high school staff, leaders, and students by reminding us that the typical continuation school student may need a little more focused attention and the best way to do this is for all staff to show up 100% when communicating.	Sandpiper D
3:30pm – 4:30pm	B Round Table Discussion Classified and Support Staff <i>School/Company: Valley High School</i> <i>Speakers: Jessica Escobedo</i> <i>Position: School District Employee</i> Round Table discussions are your chance to connect with other educators from your content area. Join your Classified and Support Staff colleagues from across the state to share experiences and have collaborative conversations. This is not a planned presentation, but an opportunity to discuss, collaborate, and make connections.	Tidepool 1
3:30pm – 4:30pm	T College & Career Success for Continuation Education <i>Speakers: Michael Dean</i> Increasing awareness of and access to the many existing programs that lift children out of poverty and lead to living wage jobs and careers. How Financial Aid, Dual enrollment and Strong Workforce Pathways motivate Alt. Ed. students to value education and prepare them for a happy, productive future in the 21st Century Economy.	Pelican
3:30pm – 4:30pm	G 2nd Exemplary Programs Showcase <i>School/Company: Mountain View High School</i> <i>Speakers: Dr. Jordan B. Smith Jr, Karin Lee</i> <i>Position: School District Employee</i> Join us for an informative session as the following Exemplary Program recipients will showcase their programs. <ol style="list-style-type: none"> 1. Outdoor School & Character Development Program-Russell Love-New School Community Day School 2. Project based Distance Learning Program-Russell Love-New School Community Day School 3. Shery Intervention Program-Marie Nonato & Maile Toy-Kurt T Shery High School 4. Morrie Kosareff & Team-Restorative Practices-Buena Vista High School 	Shorebreak 2
3:30pm – 4:30pm	M A Model Continuation High School Panel Discussion on Promising Practices for Application Writing and Site Validation Visit Preparation <i>School/Company: California Department of Education</i> <i>Speakers: Dan Sackheim</i> <i>Position: Education Options Consultant</i> This panel presentation will give an overview of the Model School Application, a description of the application review process and indicate the expectations for the site visits. The current Model School Application will be thoroughly reviewed and time will be allotted for your questions to be answered.	Shorebreak 1

3:30pm – 4:30pm

S Adult Perspective Shift: Creating a Trauma-Responsive Framework

Sandpiper B

School/Company: Corning Union High School District

Speakers: Jillian Damon

Position: School District Employee

Join one continuation school educator as she shares some of the perspective shifts that she has found helpful when working to meet the needs of alternative education students. Making the shift from "being furious" to "becoming curious" about student behavior allows educators to focus on student behavior as a form of communication. While it may be difficult at times, shifting our perspective plays a critical role in building a trauma-responsive framework.

3:30pm – 4:30pm

D Resilience Can Be Taught: 4 Strategies to Build Resilience in Every Student

Sandpiper C

School/Company: Why Try Organization

Speakers: Christian Moore

Position: Business

Vendors: Harbor Vista Gallery Table 5

Resilience is something we're all born with – from the homeless person on the street to the Harvard business grad. Most of us – including many of our schools' struggling students – just haven't learned how to access what's already inside of them. In this presentation, participants will learn about the vital skills of resilience and the 3 keys to creating a resilient climate. This engaging presentation will empower you to deliver these skills to students of any background and learning style, enabling them to thrive not only in school, but in life.

CCEA Plus 2020/21 Vision, Making a Difference Together

G General

SEPTEMBER 19 • SUNDAY

8:00am – 9:00am	G Closing Breakfast Breakfast will be served for all conference attendees in the ____ room.	Silver Pearl Ballroom 1 & 2
9:00am – 10:00am	G Informational Q & A Session with your CCEA Plus Board and CDE Representatives <i>School/Company: CCEA Plus</i> <i>Speakers: Gerardo Abrica, Grant Thor, Joseph Antonelli, Sharon Clark, Dan Sackheim</i> <i>Position: Board Members and CDE Representatives</i> Join your CCEA Plus Board members and CDE Representatives for a live Q & A session.	Silver Pearl Ballroom 1 & 2
10:00am – 10:10am	G Conference Closing CCEA Executive Officers will officially close our 2020 CCEA Conference	Silver Pearl Ballroom 1 & 2

2019–20 Model Continuation High School Recognition Program

Program Summaries for 2020 Model Continuation High Schools



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INTRODUCTION

Forty-three schools have been awarded Model Continuation High School (MCHS) status for 2020. Review teams conducted site validation visits to each of the schools and prepared reports based on their findings. These reports included a Program Summary, which explains specifically how the awardee meets the criteria for recognition as an MCHS. A summary for each of the forty-three awardees is included in this report.

PROGRAM SUMMARIES

Abraxas High School

As you approach the Abraxas High School campus, the first thing you notice is the beautiful Garden Area with many lush green plants and displays of student artwork. It is evident that the students and staff take great pride in this project as well as the amazing things that happen on their campus to help students individually reach their goals.

The principal, Alain Henry, joined the staff three years ago from an alternative school in Colorado. He leads an experienced administrative staff that consists of an Assistant Principal, Counselors, and Student Service Coordinator. The administrative team works alongside the teachers and support staff to offer an alternative program that is individualized to each student's needs, both social and academic. The staff has a commitment to looking at the whole student, which includes their mental and physical health as well as academic needs. They believe that many of the students that come to them are behind in credits for a reason. Their primary focus is the social-emotional health of each student. With this in place, the academics will follow.

The counselors and the student service coordinator work with admin to offer many opportunities for students to find emotional support through the Safe Center on campus. Students can attend groups during their third period Academic Success class, as well as specialized support in the areas of drug use, smoking cessation, peer mediation, counseling, and other clubs on campus. Each student completes a mental health survey during their Success class during their intake. This data is used and updated on a regular basis to help pinpoint interventions as needed.

Abraxas High School receives support from the Poway Unified School District in many areas. The district works with the comprehensive sites to help get students transferred to Abraxas in a timely manner so that they can recover their credits and graduate on time. They also provide data to Mr. Henry and the teachers that they use to guide their instruction and curriculum planning. They want to change the negative stigma that at times is associated with continuation schools. They have planned district meetings at the school and encourage principals from the other sites to visit Abraxas often. Teachers from Abraxas are invited to participate in all district professional development opportunities as well as courses that are offered through the district.

Abraxas High School has developed relationships with community members and organizations that continually help and support students in many ways. A local church donates funds for student incentives and recognition ceremonies, retired teachers come in and volunteer, administration receives support from local resource officers, and members of the San Diego Horticultural Society support the school in their award-winning garden project. Overall, community members are very proud to have Abraxas as part of their community.

When you visit a classroom at Abraxas high school you see students actively engaged in their school work. They are very credit minded and are self-motivated to complete their courses in a timely manner. Teachers reported genuine relationships with administration, staff and especially the students. They feel they are involved and supported in the decision-making process on campus. Teachers work together with the students to develop a personalized individual learning plan to help them move forward and succeed in their course. Teachers feel a sense of pride and community and appreciate the support they receive to develop lessons that are relevant and meaningful to their students. It is evident that all teachers have an emotional bond with their students and it is reciprocated.

The parents that we met with were very pleased and appreciated all that Abraxas has done for their child. They unanimously agreed that Abraxas is the hidden jewel of the PUSD. As mentioned in the parent letter, the beauty of Abraxas staff is that when they see a need, they find a solution. Parents all agreed that the teachers and staff were transparent about the personal needs of each child. They were thankful that their child was able to blossom under the genuine care of a dedicated staff.

The students were happy to finally find a place that they felt connected to and they had the freedom to learn at their own pace. They felt supported by their teachers and staff and that they could find a person they trusted that to turn to in time of need. For the first time in their educational journey they actually missed being at school when they were on break. When asked to describe Abraxas in one word they said, supportive, encouraging, safe, empathetic, relaxed and flexible.

Alessandro High School

Upon arrival, the Alessandro High school (AHS) campus is very welcoming. The campus was clean and orderly and the banners in front with the PBIS School Wide Expectations for behavior-(G.R.A.D.) - Goal-oriented, Respectful, Accountable & Dedicated. The classrooms and facilities were all bright and decorated nicely which is so impressionable to students and visitors alike.

It is evident that the staff and administration at AHS are student centered and that student success is their priority. Ms. Tara O'Malley, the site principal who has worked in this district for almost 30 years, has been at the helm at AHS for 12 years. It has been her goal to change the culture of the school and the community wide perception. She is achieving this goal through many avenues.

The students had nothing but positive things to share about their AHS experience. Some comments made were that they felt a real sense of community at this school. Each teacher is caring and willing to go above and beyond to help their students. They are also very thankful to have such an awesome classified staff that supports them and gets everything handled. The parents and community members confirm this culture of learning and restorative justice practices. The AHS staff is a PLC in action using a shared leadership model of school management.

The school meets the varying needs of their student population, and the school staff shares the responsibility of decision making to meet the specific needs for each and every student to ensure their individual success. AHS has a strong working relationship with local community, business organizations, and parents.

The Hemet Unified School District provides superior support both financially and through professional development of the AHS staff and faculty. The school works collaboratively with the comprehensive high schools in the district to provide programs with a vast array of CTE opportunities including an exemplary model for a master Welding Certification Course for high school and adult students. Alessandro High School meets the criteria for consideration as a Model Continuation High School for 2019-2020. The school is an invaluable educational resource to the City of Hemet and surrounding communities.

Amistad High School

The clear vision and purpose of the staff and administration is evident when visiting Amistad High School. Throughout the campus students are engaged and excited about learning. The classrooms are set up to be conducive to learning. They are intimate yet spacious, comfortable and cutting edge. All classrooms feature flexible seating, unique decor and create a warm, welcoming environment.

Enthusiasm for education is prevalent not only with the teachers and students but with the administration, support staff and community stakeholders. There is a great deal of pride in the quality and breadth of programs that are offered here. Innovation is encouraged and actively practiced throughout the site. Amistad distinguishes itself in the community with a facility and programs that are not only equitable to other schools in the community but is uniquely tailored to assist these students in achieving success both in the classroom but also with their transition to post-secondary options. Clubs, a well-organized sports program, an ASB class and student activities that include a prom, yearbook and memorable senior activities help to create a well-rounded, meaningful high school program for all students.

Amistad enjoys a positive and collaborative relationship with the local community college. This partnership has brought many opportunities to the students in the form of concurrent enrollment opportunities in HVAC and upcoming dual enrollment options in auto technology, business and other college subjects. Amistad has created a college-ready culture on campus by facilitating visits to local colleges, assisting students with

financial aid and encouraging students to earn college credits while still enrolled in high school.

The school cares not only for students' academic and career needs, but has implemented programs to increase emotional and mental health as well as catering to the specific needs of their community. Students are frequently assigned to counseling sessions when committing minor infractions rather than more traditional consequences. This allows students to seek and be provided help beyond just a reprimand. A "Zen Den" has been established on campus and is present to provide students for a place to relax and promote mindfulness. A Spanish translator is provided by the district to assure that all parents and guardians are given equal opportunities to engage and be a part of their students' learning process.

Students reported building professional, meaningful relationships with all staff members and are encouraged to seek help when necessary. This help includes academic support in the form of tutoring programs, social-emotional help in the form of counseling, post-secondary planning with counselors and in-class curriculum, as well as many other supportive bonds with staff members.

It is abundantly clear that Amistad High School's primary, schoolwide goal is to cater to the needs of their population and to help them excel in the classroom and after graduation. The administration provides a positive leadership quality to the entire school and encourages teachers to be innovative and support the students. Teachers each create a unique learning environment and work hard to make sure their curriculum and practices are rigorous, but manageable so each of their students can succeed. Staff members create positive relationships with students and are actively seen giving support. Students report that the staff is always there to help them with whatever is troubling them and just as important, provide praise and encouragement when they succeed. Many measures are in place to ensure student success outside of the classroom as the school is actively involved with community members as it takes an entire community to ensure the students have the opportunities to achieve an enriched future. Amistad High School is commendable for all of the intensive work that the administration, the staff, the community, and the students have put into making it an inviting, engaging academic environment.

Black Diamond High School

Black Diamond High school meets the criteria for consideration as a model continuation High School.

When approaching Black Diamond High School one may mistake the brick facade for just any other school. However, once inside students are invited into a welcoming, almost familial environment. BDHS's foundation is built on mutual respect and continuous support systems. There are multiple counselors and mental health providers as well as a full-time Restorative Justice Facilitator on campus. At-risk students are identified and then provided with necessary supports. BDHS is aware of their students'

academic, as well as socio-emotional needs, and they have created an environment that strives to meet them where they are and bring them to where they know they should be.

From top to bottom, stakeholders raved about this school. Students gushed about how amazing the teachers are and their parents expounded upon the many virtues of the institution. Teachers were eager to compliment how the administration respects, supports and empowers them. Administration spoke of how when something was needed (professional development, expanded programs) the District was always responsive. The Board members could not contain their pride in the school. BDHS is an integral part of the Pittsburg community in ways that very few continuation high schools are; it is apparent the moment you step foot in the door.

Black Rock High School

A strong sense of family is pervasive throughout the hallways and classrooms of Black Rock High School. Students are encouraged, held accountable and celebrated in every aspect possible. A healthy sense of competition towards graduation requirements fosters a community amongst students. The students are not only recognized with a memorable commencement ceremony at the end of the school year but they also receive immediate recognition when they earn their diploma through a “graduation walk” down the main hallway of the school. Staff, students and parents line the hall to root for the new graduate.

Black Rock High School has an extremely positive reputation in the community and is a place where parents and students want to be. Parents describe the school as being superb, secure, respectful, encouraging, consistent, patient, goal-oriented and loving. One parent described the school as a “highway where everyone knows where they are going” recognizing the exemplary communication that the staff maintains with stakeholders.

The personal relationships at Black Rock begin with the intake process, a ninety-minute interview that brings the administration, parents, student and the homeroom teacher together to create an academic plan along with establishing connections for success. Students stay with their homeroom teacher through graduation, allowing the opportunity to build trust, open communication and meaningful accountability. The homeroom teachers monitor academic progress and consistently communicate this with the students through the “credit check” process. All homeroom classrooms had charts posted showing progress towards graduation. When asked individually, all students and all parents knew exactly how many credits were needed.

The high degree of staff collaboration that is supported by site and district administration is clearly evident. Black Rock High School is distinctly a site where staff feel valued, supported and autonomous allowing them to most effectively meet the needs of their students. The positive energy shared the staff encourages them to go well beyond

expectations. Teachers describe Black Rock as being nurturing, energetic, relational, and a family-like home.

It was an honor to visit Black Rock High School and see first-hand how they are making a difference in each and every student, each and every day.

Boynton High School

Boynton High School meets the criteria for consideration as a Model Continuation High School.

From the minute you enter the doors it is evident that Boynton High School is a well-respected, highly functioning, student centered program. Students awards and honors paper the walls and staff and students mingle respectfully throughout the campus. The campus is well thought out and works to maximize student engagement. The energy of the campus is welcoming, inclusive, and gracious.

The faculty at Boynton are clear on the school mission and offer instruction in a variety of ways to meet the needs of all students. Classrooms are warm and engaging and the student teacher ratio supports individualized learning. All Boynton staff are focused on the success of students with classified members welcoming visitors and helping anyone who may have a question or need. Students have a multitude of resources available to them both onsite and through the time and effort of many supporting community agencies and programs.

There is excellent support from the district office and board members as evidenced by their understanding of the unique needs and challenges of an alternative program. Boynton is treated like an excellent, stand alone option for students needing credit recovery and/or a smaller learning environment.

Broadway High School

Broadway High School is deserving of the designation of Model Continuation High School. The visiting committee is able to affirm that Broadway met, and in many cases, exceeded, all of the Quality Indicators. From positive and effective leadership to a staff that is completely bought in to the work of educating the "whole student," Broadway is a high quality school with high quality instruction and social/emotional support for its students. The principal and assistant principal have led the creation of a positive school climate, a positive working environment for staff who feel supported and that their input matters, as well as ensuring that all students have access to a strong academic program. The administration utilizes funding sources to serve student needs and to ensure appropriate resources for the campus. Student referrals come from qualified district office staff who are advised of potential students from the various high school campuses, and ensure that students who need the services and program that Broadway has to offer are offered enrollment in the school.

The curriculum and instruction at Broadway are aligned with the comprehensive high schools in the district, but are modified to meet the needs of at-risk students who need the intervention of coming to alternative education. The core curriculum at Broadway is accessible to all students at Broadway, and intervention is provided for students who may still struggle academically or socially. Students receive individualized support during TRAP Day wherein they review their credit earnings and are able to work to make up missing work to recover credits. The teachers focus on providing high quality instruction within six week grading periods, collaborate well as a staff, and ensure that they discuss individual student needs at every staff meeting. The success of the Positive Behavior Intervention and Supports (PBIS) strategies are evident throughout the campus, with students paying attention during class and voluntarily turning cell phones into teachers and avoiding other distractions. The classroom ratio of the classroom stays within the 20:1 recommended ratio of the CDE, and in most cases is much lower. Teachers not only are competent to teach the academic subject, but consistently demonstrate care and respect for the students they teach.

Broadway is a safe school for students. All students we interviewed reported that this was probably the safest school they have been to, and that the adults care about them. The communication between staff appears to be open and positive, which makes students feel safe as well. Students have access to counseling services, and have multiple adults on campus that they feel comfortable going to with any need. Students are referred properly and Broadway is a great option for students who are not finding success at the comprehensive schools. Broadway students can be connected with extra curricular activities, such as sports or career technology education through the SVCTE program. The counselor connects students with community service opportunities, as well as conducts visits to local colleges and provides students with information on careers. She conducts college application and financial aid workshops for both students and families, which adds to the likelihood that students will enroll in college or career training immediately after graduating.

Commendations:

- Strong site leadership with positive communication with staff that is student-centered
- Highly caring and qualified staff that educates the “whole student”
- Strong PBIS program that helps to reinforce the positive school environment
- Effective social/emotional learning components with high levels of counseling support
- Positive trend toward higher rigor within the instructional program
- Outstanding traditions for student recognition (e.g. Star Awards)
- Strong relationships with outside organizations that facilitate even greater opportunities

Buena Vista High School

It is evident when you walk on the campus of Buena Vista High School that the staff truly cares about the success of each student in and out of the classroom and in life. The principal, Morrie Kosareff, is in his 4th year at BVHS. He comes with 25 years of experience at the district's comprehensive site. Mr. Kosareff leads a strong, dedicated Administrative team which consists of an assistant principal, four counselors, a social worker and an academic coach that meet weekly as well as a Leadership team that consists of the assistant principal, office staff, and teacher representatives for each department that meet together monthly. The support staff at BVHS is a cohesive unit that works together to make sure no student falls through the cracks. There is a focus on building a safe school climate, positive rapport, positive relationships and discipline through the continued use of restorative practice. One counselor, social worker and teacher are trained in restorative practice as trainers of trainers. They share their expertise with staff. Restorative practice has become the new norm at BVHS school-wide and serves to continue to support the general feeling of a truly engaging and caring learning community on campus.

Buena Vista High School has tremendous support from the Paramount Unified School District. District members believe that all students in their district should be offered the same resources needed to meet their students' academic and social-emotional needs. The District Student Services Representative believes in placing students based on what is the best fit for them. The district worked with Mr. Kosareff to accelerate students with a new 9-week quarter system where students have the opportunity to earn 90 credits a year. Students are offered four 80-minute classes each day along with an Advisory Class. Students are placed with an Advisory teacher who connects with the students, creates grad plans and advocates for their students. The Superintendent believes that Continuation Education is different than the comprehensive experience and she shares her philosophy of support for Continuation Education with the Board. The district representatives believe that BVHS students are of the same caliber of students who are just in need of a different learning environment and that they should be held to the same expectations for learning and rigor. The District Curriculum specialists work with the BVHS instructional coach and teachers to adjust their curriculum to meet the academic needs of their students.

Parents consistently mention that transferring to BVHS has been the best thing to happen for their child. Some even fought to have their child transferred to BVHS. They are thankful that they feel listened to by the staff when it comes to the specific needs of their child. Many expressed the positive changes they have seen in their child at school and home and the new-found confidence in themselves and their educational journey toward graduating high school. They have grown at BVHS from being quiet and unmotivated to now enjoying their learning and having positive and exciting plans for their future in place. The parents report that they feel they are part of their child's educational experience and are grateful for the many opportunities that are offered to their child through positive structures and opportunities BVHS has in place coupled with the caring teachers and support staff. Parents were asked to describe their BVHS

experience and they said it has been welcoming, genuine, caring, cooperative, respectful, dedicated, thriving, accepting, organized and accessible.

Students report that BVHS is welcoming and teachers get to know them in a small setting that provides many more opportunities for individual attention. They report positively that the new Quarter system is beneficial to them and it helps to keep them on track toward completing their work and earning credits toward graduation. Students feel that grades are valued at BVHS and students are recognized in front of their peers at events such as Student of the Quarter. Students report that the staff at BVHS treats them with overwhelming respect and kindness. Students report that their school experience at BVHS has been exciting, helpful, great, amazing and fun.

BVHS has partnered with Big Picture Learning to help build their new Advisory curriculum and CalAPS to offer students multiple opportunities to CTE pathways which plant seeds and inspire students to further their education after graduation. With the help of the College and Career Counselor, BVHS students are offered information on financial assistance, college and career research, college applications and admission tests. BVHS offers families an a.m. and p.m. option at least seven times a year through their Coffee with Support Staff Parent Workshops to go over topics such as advisory and the quarter system, FAFSA, counseling resources, self-care for parents, Promise Pathway with Cerritos and Compton Colleges, reading a transcript and understanding credits. In addition, the district pays for all 10th and 11th graders to take the PSAT and all Seniors to take the SAT. The College and Career Counselor helps students apply for FAFSA and scholarships to help pay for college. Students are offered opportunities to take college classes at BVHS through a partnership with Compton College. There is also a representative from Cerritos Community College on campus every Monday to help students register for classes and apply for the Promise Grant.

Teachers are trained on site in restorative practice. Teachers report a purpose and a sense of building a positive “community of care” in their advisory classes. Advisory is used as an opportunity to build solid relationships with their kids and to get them to strategically attack their assignments and fulfill credit completion. Teachers are tasked with communicating with parents often and coaching their advisory students to graduate on time. Teachers participate in district professional development opportunities and are included in district teams. Site Planning teams work with curriculum specialist and provide feedback on work in progress and overall student data. In addition to common prep periods, they also utilize the PLC model to be able to work and collaborate in sharing their teaching expertise. Teachers report a good relationship with the administration team and that they feel they are involved and supported in the decision-making process on the BVHS campus.

Central Continuation High School

It is our pleasure to recommend Central High School as a model school. Central High School has incredible district support and a very strong administrative team. The district has supported this school both financially and logistically to ensure students

receive a great education in school sites that support their learning. The school administration works closely with district administration to ensure students are getting every opportunity to succeed and any support that would benefit students. The administration also works well to ensure students' well-being and academic needs are being met by each of them becoming experts in various areas to fully support all educators and students they serve. The teachers and counselors are passionate and will do whatever it takes for students. The teachers and counselors put the needs of students first and work to problem solve and provide resources to students as soon as they see a need.

The two exemplary programs that we noticed were the community partners and the use of counselors to support students. The school utilizes community partners to provide students with above and beyond experiences and opportunities for students including art integration, art programs, leadership programs and opportunities, integrated support for students that were formerly in juvenile justice programs, and even a building for one of the school sites. This 26 site school varies from site to site, but programs are created based on student interest, community interest, and teacher passion. The educators at Central's passion is contagious and the relationships they have with their students are life-changing.

Some of the wonderful programs offered at the school sites include a video production CTE pathway where students discussed important topics and provided a culturally relevant message, podcasting where students could share their stories and develop public speaking skills, gardening programs, and access to wellbeing support. The counseling staff was a significant portion of the school staffing and provided whole child support to students including post-secondary preparation. The staff, while spread out geographically, maintained in constant communication to ensure students succeeded at high levels and were proactive to any student needs.

Every site we visited felt like it was home away from home to the many students it served. Central High constant strives to do better and put new ideas into place as well as the programs they currently utilize make them a Model Continuation School.

Central Valley High School

Central Valley High School meets the criteria for consideration as a model continuation High School.

CVHS has demonstrated notable improvement in academic and school climate performance indicators, such as an increase in the graduation rate by 17.9% and the average daily attendance rate from 72% to 84%. The suspension rate decreased by 15.5%. Students, staff and community members all report the feeling of "family" at CVHS and confidence of all who enter their campus. The security team, office manager and counselor were all unanimously identified by all stakeholder/focus groups as significant contributors to the positive school climate. In fact, an exemplary highlight is that CVHS was recognized by the California PBIS Coalition for successful PBIS

implementation at the Silver level for reflecting excellence in the measurement of fidelity (TFI=97) as well as for their efforts in implementing core features of PBIS.

The use of technology as part of the curriculum and professional development at CVHS is exemplary. Through the support of KVHD, CVHS has school-wide WiFi and classrooms have a Smart Board, document camera, Chromebook class set and cart and Virtual Reality Z-Space technology.

With regard to instruction, teachers utilized multimodal supports and were observed using many different instructional strategies and technologies. Skill building and tutoring are available to all students, after school on Mondays through Thursdays. Students reported that teachers went to extra efforts to ensure they recovered credits and make learning achievable. In fact, students shared that the teachers at CVHS make the subjects easy to learn. This was especially impressive for Algebra Lab where the instruction was rigorously aligned with state standards but taught in a way that students actually believed it is "easy." Moreover, CVHS has an exemplary Visual Performing Arts and vocational exploration curriculum. The second semester VPA course offered during the school day has 25 students in dual enrollment with Bakersfield College. The VPA teacher's work at CVHS was showcased on Public Broadcasting System (PBS) with a documentary pending and can be viewed at <https://youtu.be/oy5i1s67cDo>. Lastly, the Vocational Exploration utilizes the Paxton-Patterson curriculum and labs in the areas of nursing, Microsoft Office and Green Energy among others.

The cohesive nature of the student body at CVHS was truly impressive. CVHS would deserve to be honored for their outstanding progress through their PBIS program. Overall, the Visiting Team strongly recommends that Central Valley HS be recognized by the California Department of Education as a Model Continuation High School.

Citrus High School

Citrus High School fulfills the requirements to earn the distinction of Model Continuation High School. Administration and staff see each student as a multidimensional person who has strengths and an individual set of needs that must be met to overcome their credit deficit. The school's culture is based on their deep commitment to the school's mission to help each student transform into "... successful high school graduates and positive citizens for the future."

Citrus High School provides a multitude of supports in the areas students need the most including academic, social, and emotional counseling. Students are respected and nurtured to ensure they realize success both inside and outside of the classroom. Administration and staff build lasting relationships with students to identify their individual areas of strength and need. The bonds that are developed have built a family culture. The size of the administration, staff, student body, and campus are keys to the school's success. It is large enough to offer a variety of programs and supports for students, yet not so large that the school becomes impersonal with students having the ability to retreat into the shadows of the school. Administration, staff and students build

one another up and look for ways to help each other succeed. Students quickly notice the school radiates positivity and that people at the site are genuinely happy to be there.

From the first day students enroll in Citrus High School, their Individual Achievement Plan is their roadmap to ensure their success. Students know their individual goals and the deadlines to meet those goals. Students who begin to struggle are immediately identified and supports are quickly put into place to help the student overcome obstacles. These obstacles frequently include non-academic issues that are tackled so that students can turn their focus back to their academics. This positive environment is the backbone of Citrus High School's ability to transform students into successful youth who flourish in a rigorous academic setting.

Students are encouraged to become active members of the school community. Many participate in sports, community service, or conduct bi-weekly intervention lessons with elementary students. Over time, students at Citrus High School transform into successful young individuals. A parent noted that Citrus High School was able to accomplish what no other school in Porterville Unified School District was able to do-- reach her son and make him want to succeed for himself. She calls Citrus High School the "brightest star of the Porterville school universe."

Desert Valley High School

Desert Valley High School (DVHS) lies within the boundaries of the Brawley Union High School District in Brawley, California. The team felt instantly welcomed and felt part of the family from the beginning. It was evident that DVHS is a place where students are respected, treasured, and are encouraged to grow by their teachers and better themselves for their future goals. As stated by the staff statement Desert Valley High School is a warm, nurturing campus waiting to accept students with a plethora of individual needs. Small class size, individualized instruction, shorter class periods, and teachers who are

Desert Valley High School's main goal is academic recovery and career preparation, for all students, to ensure our students are best prepared for their post-secondary goals. No students are transferred involuntarily to DVHS. DVHS has been transformed from a disciplinary targeted school to an academic intervention for struggling students.

The school is led by Principal Antonio Munguia and he is respected and appreciated by students and staff. He also belongs to the district superintendent's cabinet team which keeps DVHS up-to-date with all aspects of the district including curriculum, instructional practices, and professional development activities. The Principal allows the teachers the freedom to choose curriculum and activities that they feel will work for their individual classrooms and student personalities. Thinking outside of the box is not only encouraged, but vehemently supported. The teachers and staff are all included in the decision making process and teachers and students state that their voices are heard.

DVHS administrators, staff, and teachers felt supported by the school district and they are also included in the professional development and department meetings at the traditional high school. Desert Valley receives the same benefits that the traditional high school does. There is an instructional coach that works with teachers once a week to help them develop curriculum and instructional strategies that benefit the individual students. Teachers are given data broken down into subsections that can help drive instruction. The school psychologist comes once a week and connects students with outside resources such as Brawley Family Resource Center and Imperial County Behavioral Health Services. Someone also comes on campus twice a week to educate students on drug and alcohol addiction. Special education students that come to Desert Valley has exhausted all interventions at their home school and both schools meet to make sure that all interventions are accessible at the new school. DVHS students are able to take ROP classes at their school or attend classes at Brawley High School.

The teachers at Desert Valley High School choose to be there and they respect and deeply care for all their students. They are challenged daily to be the best they can be because of the challenges they face each day. They treasure the daily contact with students and staff and feel a responsibility to be a positive role model for their students. With smaller class size, DV teachers are able to establish a good rapport with their students. The small class size also allows teachers the opportunity to create lesson plans to meet the individual students needs of personal and academic needs. The teachers feel that the school's strengths are close staff relationships and the opportunity to develop relationships with students and the flexibility to reflect and revise their lesson plans.

The parents of DVHS felt that they are kept in the loop when it comes to school activities, grades, and progress. Many of them felt apprehensive about their child being transferred to the school, but now realize it was the best thing for their child and they have seen a complete turnaround in their interest in school. They have seen growth academically and self-confidence and cannot thank the school enough.

Desert Valley High School students are proud to be Scorpions and feel this school has changed them for the better. As one student noted, all her teachers inspire her to be the best she can be.

Discovery High School

Discovery High School meets the criteria for consideration as a Model Continuation High School.

When approaching Discovery High School, one may mistake the building for just any other school. However, once inside, students are invited into a welcoming and familial environment. DHS's foundation is built on mutual respect, shared leadership, a cycle of continuous improvement, and robust support systems. The partnerships with community organizations provides further evidence of the commitment to provide DHS students with supports and resources that will assist their growth and development well beyond

high school. There is significant counseling support and mental health support on campus, including a team effort from the school psychologist, TOSA, counselor, SPED teacher, and the principal to monitor student success. At-risk students are identified and then provided with necessary supports. DHS is aware of their students' academic, as well as socio-emotional needs, and they have created an environment that strives to meet them where they are and bring them to where they know they should be.

From top to bottom, stakeholders raved about this school. Students gushed about their amazing teachers and principal, citing how connected they felt to the school. Staff had so much positive feedback to share that they did not have enough time during interviews to articulate all of the supportive programs, PLCs, and project management strategies that they are excited to participate in. Teachers were eager to compliment how the administration respects, supports and empowers them, and obviously buy in fully to the shared leadership model, making it meaningful and effective. Administration spoke of how when something was needed, the District was always responsive. The Board members could not contain their pride in the school. DHS is an integral part of the Natomas community in ways that very few continuation high schools are; it is apparent the moment you step foot in the door.

Donald C. Jamison Continuation High School

Donald Jamison High School is more than a school, it is a second home for many of their students. Jamison's has a caring and compassionate staff that supports their students as a whole, the staff puts their intention and focus beyond academics, they take the time to care for the social-emotional well-being of their students. They provide compassion and empathy for their students, they support their students as individuals and as a student body. The caring students received at Jamison High School goes unmatched. From the moment that students walk onto the campus they are surrounded by people who care. The staff is committed to creating a safe environment to ensure the success of their students. Jamison High School has low discipline issues which allows the school to focus on learner engagement and credit recovery.

One of the most successful programs at Jamison High School is its print screening program. The innovative programs allow students to build real-world learning and entrepreneurship experience. The program allows students to build on their creativity and is a great source of pride for the school. Jamison High School supports a leadership class that provides students with community service engagements that promote civic activity and civic thinking. The leadership class participates in events such as the Special Olympics. The leadership class is a highlight of the school because it brings students a tremendous amount of pride and you can see it in their faces. In addition to the types of learning opportunities they provide, Jamison meets the needs of their students with their smaller class sizes. The teachers of Jamison High School know each of their students and support them as individuals with individual needs and stories; their support for their students is unparalleled by any comprehensive high school, and is exactly what their students need. Donald Jamison is not just an alternative setting for students, Donald Jamison is a Model Continuation High School!

Fairvalley High School

Fairvalley High School meets the criteria for consideration as a model continuation high school. Fairvalley provides students with the opportunity to pursue their educational goals in a safe, supportive and academically rigorous yet least restrictive environment. Fairvalley has taken on the restorative practice model with the belief that providing a nurturing environment and building relationships is the foundation for student success. The school staff is greatly experienced and understands the challenges facing their students in terms of resources needed, diverse learning styles, diverse academic abilities and at-risk behavior. The school staff is committed to ensuring that their students receive a quality, rigorous education program with additional support services to ensure that all students are successful. Principal, Dana Craig, and the teachers at Fairvalley strives to challenge their students with across the curriculum writing with the belief that measuring growth matters. Fairvalley strives to be a smaller comprehensive site providing as much of the same rigor and experience as possible. Many students described Fairvalley as being supportive with helpful staff. A community member described Fairvalley as being "very student centered" and "always looking at multiple resources: for their students."

Fairvalley High School parents said it best: "Academically things are being explained better, my son is being encouraged (SAT, etc), communication is helping him with having better self-esteem." "During conferences, teachers are explaining every step and describing exactly who my son is, because they've gotten to know him, everyone is on the same page." "Not only the teachers, but the office staff and clerical staff do a great job at communicating with us." "My son was frustrated before, but now loves coming to school." "My daughter has done a total 180 here, she is more responsible at home and is not so stressed out like at the regular high school." "My son has extremely progressed here." "Students here have a sense of belonging." "College prep for my daughter has been amazing" "...previous counselor had discouraged her from doing what she wants to do, which is to be a veterinarian. Here it is the total opposite, they encourage her and prep her." "My son thought he wouldn't even graduate high school, now he talks about going to college!"

Principal Dana Craig, who grew up in the district, says kids are now starting to ask what they need to do to come to Fairvalley? He wants to make Fairvalley High School "a school of choice and reverse the paradigm." Students and parents both shared that their perception of Fairvalley changed after having actually attended, because the staff at Fairvalley "go the extra mile, give extra effort."

Frontier High School

Frontier High School is an exemplary school with practices that undoubtedly allow it to meet the criteria set by the California Department of Education, along with the California Continuation Education Association, for consideration as a California Model Continuation High School (MCHS). The Rockets excel in making a positive impact in the district and the community of Oxnard, and Camarillo. The impact can be traced by an

extremely supported and knowledgeable administrators, and board members. The current Superintendent, Assistant Superintendent, and School Board President all have experience with Frontier High School and make it their priority to ensure they receive the support at all times. The Rockets are guided and led by their current school Principal Christina Mahone. She works closely with the district and school staff to ensure the students the best they have to offer.

The Rocket's vision is clearly visible on campus as "An exceptional alternative school preparing ALL students for a powerful future." The staff and students work together to make every minute count. Principal Christina Mahone ensures this is met through the mission statement "To provide a positive alternative educational environment designed to foster a sense of community, personal responsibility and academic success." This is clearly seen in their Welcome Week, Senior Success and Transition Program. Moreover, teachers and staff collaborate to ensure everyone on campus feels they can contribute to the success of each student. In addition to the school's vision, Frontier has also set the expectations for many other schools. The Rocket's learner outcomes is for every Rocket to **Gain** literacy and communication skills in all disciplines, **Reach** for higher education and training for today's rapidly changing global economy, **Apply** mathematical concepts, science and technology to solve real life problems, and **Develop** personal and civic responsibility (**GRAD**).

The expectations and visions set by staff and administration have clearly been met by the students at Frontier High School. In Spring of 2019 the Final Frontier Team, led by teacher Christa Gonzales, were successful as they placed in state competition and traveled to Houston, Texas to compete in the "FIRST Robotics Competition: Deep Space." The Final Frontier Team carried over its mission in which they used their engineering, coding, collaboration and creativity skills to take 10th place in a competition that had over 400 teams from twelve different countries.

Moreover, Frontier High School collaborates with the Local Lions Club and has put together a Leo's club in which they work together to give each FHS club members the skills of Leadership, Experience, and Opportunity. The Leo's have been able to make a positive impact. The past seven years they have been able to raised and donated over \$7,000 dollars to local agencies that work with severely disadvantaged families. The Leo's club as seen over 200 students work together to make a positive impact in their community. In exchange the students develop relationships with community members that allow them the opportunity to reach their future goals.

Overall, Frontier High School clearly demonstrates it deserves the recognition of being a California Model Continuation High School. Everyone in the school and district office continue to offer valuable support and resources so each student at Frontier High School can climb aboard the Rocket to a successful-bright future.

Garfield High School

Garfield High School meets the criteria for recognition as a Model Continuation High School.

“Take kids where they are and push them forward” That is the motto that Garfield High School Principal Dr. Jolie Pickett guides her leadership by. Garfield High School in San Diego, CA is the first continuation high school to be established in the country. They are now the main continuation high school site for the San Diego Unified School District. Fortunate to have a powerhouse administration team, strong Foundation, dedicated and highly qualified teachers and consistent district support, Garfield has a culture of respect, autonomy and professionalism that is evident the moment you walk onto their campus. In our two-day visit, we saw examples of all key elements of a model continuation high school program.

Our visit began with meeting the principal Dr. Jolie Pickett and the VP, Miriam Atlas. We were informed that GHS is a district wide intervention program. They offer 7 programs on their campus that help students to achieve their educational goals, whether it be college or career. They offer a tailor-made education to each student based on their needs. They work tirelessly to advocate for their students and helping them to see their future goals are attainable.

In our student focus group, we had the pleasure of speaking with 8 current students. When asked how Garfield has helped them academically, they said that smaller classes, teacher support, childcare, extra help after school and the college program have all been instrumental in changing their feelings about school and education in general. These students all admitted that prior to coming to Garfield, they didn't have any idea what they wanted to do as adults. Now they have plans ranging from studying photography, culinary arts, medical assisting and EMT, sports medicine and forensics in college. One student is considering a career in ARMY. They also said that their first impressions of the school are nothing like their sentiments now. They love this school and feel consistently supported by all teachers, staff and admin. When asked to describe their school in one word they said- different, hopeful, unique, dedicated, great, creative, goal oriented, caring, faith, helpful, involved, kind, amazing, awesome, hilarious and focused. When meeting with the parents the same sentiments were echoed. They said the school have fundamentally changed their students for the better. Their kids now are excited about coming to school. They feel like their teachers care about them and their success. The parents feel that the school does an outstanding job of communicating any issues or problems with them as well as recognizing their student's achievements. Their kids now feel accepted, cared for and accountable. They also said that all of their kids have changed for the better since attending Garfield.

The teachers at Garfield are proud to work here. In our observations we saw amazing instruction happening with students. Teachers and students were both engaged in their lessons and not a single cell phone was seen out. The curriculum we saw being taught was academically rigorous and complex. In the teacher focus group, the strength of the administration was mentioned often. Teachers and counselors feel tremendously

supported and valued by their on-site administration. They feel it is restorative and not punitive for students and themselves. They touted the good choices that have been made in personnel from admin, teachers, counselors and classified staff. They feel that they all work collectively to change the stigma associated with alternative education. They never feel alone or unsupported and feel that they work in a family like environment. They also are grateful to have a Foundation that gets them anything they need for their classrooms and students.

Students in the culinary program worked tirelessly, alongside their teachers and administrative team, to prepare for the annual Foundation fundraiser at The Prado restaurant in historical Balboa Park. This event was impressive for a variety of reasons. Students were visible in the waiting area, as they circulated offering appetizers and keeping the area clean and guests well fed. Various stakeholders and community supporters attended this event. Once inside you could see the touch of student work as you surveyed the tables. Centerpieces were made by Garfield students. All wait and serving staff were students eager to help and answer any questions. The food was a culinary masterpiece. Desserts, drinks and the main course were unique and flavorful and were all prepared by the students themselves. However, the sense of pride and excitement on the student's faces was the true gift. We noticed a confidence in their abilities and attention to detail that matched high end restaurants. We are genuinely hoping that Garfield applies to have this program recognized and presented as an Exemplary Program at the annual CCEA conference in May of 2020.

Gilbert High School

Gilbert High School exemplifies what a continuation school should be – a school that is aware and is responsive to the needs of the local community. The school has tailored itself to support the students within the district for whom the traditional high schools were not working.

Students, parents, and staff all echo the same sentiment: Gilbert is a caring community where relationships are the cornerstone of support. The relationships built between staff and students are essential, and they are the foundation of helping a student realize his potential.

Gilbert is able to take the relationships and incorporate structures and pathways to graduation and post-secondary life. By creating multiple programs that provide choices for students with different interests and aptitudes, students find hope and a direction for their futures.

The diversity of curricular options, including A-G offerings, Teen Parenting programs, CTE opportunities including an off-site Culinary program, and independent study "Credit Acceleration Program" (CAP), allows for students to find their own path to engage in school and to graduate.

Additionally, the support of multiple counselors and social workers who are able to provide both academic and social-emotional support on-site, combined with a structure of early recognition of students who might be in need, is laudable.

Gilbert benefits from a caring, skilled staff and the support of a district administration that understands the extraordinary needs of students in alternative education.

Glenview High School

Glen View High School meets the criteria for consideration as a Model Continuation High School for 2019-2020.

We found the environment of Glen View High School to be welcoming, it is a large campus that houses a variety of school that share the spaces as equitably as possible. Once you have stepped onto the campus, you see the true heart of the school. Glen View High School is a place where all teachers and staff play an important role in the success of the students. The principal works alongside her counselor and is building a strong leadership team, which will consist of office staff, the counselor, and teachers. GVHS is a school where teachers feel valued because they were chosen to work there and the District supports the plans they have for student success. The new principal Dr. Carr has big plans for the site and she is a woman on a mission.

She leads by example and with positive and endless energy. She is creating an open and welcoming world where positivity and success are the focus. She is a very warm person and she has created an atmosphere that makes students and staff feel welcomed and valued. Students consider GVHS family, a place where they are safe and supported. In turn, they value and respect their teachers and each other.

The teachers, counselor and support staff at GVHS mirror the positive qualities and characteristics of their principal. They are passionate and vested in the successes of their students. The stigma of being "continuation" high school disappears within seconds of meeting staff, students and stakeholders in this community. Glen View High School has become a school where you need to be chosen to attend and that brings a certain cachet to being a Coyote. Staff value the students and work towards helping the student as a whole. They strive to see "the light turn on" and are innovative and flexible in their delivery of state standards and site curriculum.

While GVHS mirrors the comprehensive school curriculum, they have branched out to reach as many students and their personal learning styles as possible. Students are celebrated for work completion and understanding by their teachers, counselor, support staff and principal.

The District Superintendent expressed great pride and respect in the school and what they do for students and the community. In turn, the school personnel feel supported and their work with students validated. There is a shared leadership on campus, high expectations and rules are clearly set. This starts at their first interaction with the

attending GVHS, they attend an Alternative Placement meeting, their choices and options are discussed and if chosen they meet with the counselor and their schedule designed specifically to support them. During their intake process, each student is shown their credit standing, a practice done every performance session (2week intervals). It is with great pride that we recommend Mountain View High School to be recognized as a Model Continuation High School for the 2017/18 school year.

Heartland Alternative Education High School

Heartland Continuation High School is an Alternative Education School in the Selma Unified School District located in Central Valley. The school is located within a neighborhood in Selma and has a great relationship with the community. The school is viewed as a positive option for students to experience High School and earn a diploma.

The school is led by Principal Drew Sylvia. Mr. Sylvia advocates for the students and the site is well supported by the district. Heartland has the resources it needs to properly serve the students, parents, and all stakeholders. The site holds weight within the district and the community due to the school staff ensuring that events and positive student outcomes are promoted and highlighted. Physically, Heartland is a very nice campus. The reception area is very welcoming and visitors get an immediate feel that they are in a productive place. The classrooms are well equipped with the latest school related technology. The Art/Science room has a mobile wet-lab for projects. All of these examples show the importance of providing students an innovative educational experience.

Students come to a campus where they can enjoy a positive social experience. The grounds are well kept and include a patio, garden, athletic fields and court. These areas supplement the core education and provide students with safe places to spend their school day.

The amount of experiences available to stakeholders makes Heartland a Model Continuation High School. Field trips, athletics, college registration assistance, and community service opportunities are some of the things that students can do in addition to their studies. Reward Ceremonies, Senior Scholarship/Awards Dinner, and Family Night are all ways that parents can stay involved with their student's education. The high school experience is not lost when students attend Heartland Continuation High School. The experiences for students, staff, and the community are exemplary.

Hillside High School

Hillside High School meets the criteria for consideration as a model continuation High School.

The foundation for success at Hillside HS begins with the high level of support received beginning at the district level under the leadership of Superintendent, Dr. Kelly, who

clearly upholds the district's commitment "to the whole child, ensuring that all students have the support, skills, and security they need to live healthier lives and become responsible, caring adults." Under the exemplary and transformational leadership of Principal Adams, Hillside HS brings to life its stated mission, "to provide a safe environment where students can re-establish their academic, personal, and career goals necessary for success in a global society." Due to the exceptionally caring, safe and flexible learning environment at Hillside HS, students re-engage with school and flourish as evidenced by an exemplary student attendance rate of over 97%! Hillside HS earned a 6-year clear WASC accreditation with a one-day mid-cycle visit, which is among the highest accreditations possible. Hillside HS has a low student to teacher ratio of 15 to 20 students per teacher which fosters a safe and caring learning environment, individualized support and prevents the oversight of any one student's needs. Within this context, Hillside HS provides all students access to a-g courses and dual enrollment with Chaffey College.

The classrooms and overall facilities, landscaping and maintenance of Hillside High School is exemplary. Hillside is a closed campus with appropriate security and surveillance foundational to safety. Classrooms are equipped with 21st century college and career learning tools requisite for teaching, learning and student leadership. The Hillside campus is beautiful, modern and above average in quality and inspires creativity, collaboration and productivity not only among staff, but more importantly students. Exemplars are an exceptional Sports League, Fall Festival, Leadership and Avid programs and the creation, from the ground up, of a "tiny house on wheels" as well as the Hillside Family Farm that includes an organic garden and a range of diverse chickens, roosters and goats, eggs and offspring.

Due to the high level of district and site leadership and support, all stakeholders at Hillside HS refer to their school community as family and take great pride in maintaining their school home exceptionally clean, self and well maintained. The modern facilities and very clean campus is the foundation for a well-cared for and very safe learning environment that truly enables all students at Hillside High School to flourish and realize their true academic and social-emotional potential.

Jereann Bowman High School

Bowman High School is an exemplary example of a school's ability to discover the needs of the students and the community and implement solutions. Throughout the visit, the staff lived the school slogan of "You Matter" with every interaction with students and community members and exemplifies their commitment to make every stakeholder part of the school. When interviewing students and community members, many stated this school was the first place they felt important, noticed, and cared for by the adults on campus. One parent stated, "I gave up but Bowman didn't." With a focus on the needs of the students, Bowman has created the master schedule with creative offerings with many options for the students. For instance, they developed morning, afternoon, night or Independent Study sessions to meet student need that allows participation in CTE courses that prepare them for post secondary college and career. Small class size

allows for students to receive individualized attention; thus, students feel they are partners in their learning process. Bowman's small size provides many leadership opportunities through ASB, yearbook development and spirit weeks. In the classroom, Bowman creates high expectations and expects positive engagement. Students know homework is a privilege and must show in class that they can complete work without assistance; consequently, students develop a level of pride that comes from true accomplishment and now say "I own my education." They proudly receive Awards for credits earned, citizenship, and attendance at a ceremony held after school to allow parents and families to attend.

Bowman supports community involvement through Homes 4 Families Veteran Enriched Neighborhoods that helps build 78 homes for veterans and their families whose site superintendent was a past Bowman High School graduate; as a result many students worked alongside Journeymen on every project. Several students found a passion for construction. According to local employers, Bowman is helping strip away the stigma of attending a continuation school by providing valuable life skills to the students.

Bowman's commitment to "You Matter" starts with the social-emotional needs of their students. The district supports it with two full-time counselors, an "At Risk" counselor and social worker to provide a counselor at any time. One parent stated "this school has a positive heart and now my student has goals, he wants to go to college." To extend the support beyond the gates, Bowman hosts Parent Academy workshops during the school year on topics like stress management, FAFSA and college applications. In addition, they have a Career and College advisor and Work Experience coordinator to help with dual enrollment, job shadowing, and community events. The overwhelming message shared with the visiting team was that they are investing in the students to support their development of positive change.

Kaweah High School

Kaweah High School is a small but mighty continuation high school supporting students on their journey to adulthood and beyond. Strong, consistent, and committed staff. partnering with Exeter Unified School District family to resource all students. staffing, number and positions, is exemplary and best practice for continuation school. Kaweah has received fiscal support from Exeter Unified School District. This is evident in the additional administrator to help meet the needs of Kaweah High students. In addition, Kaweah has tremendous support from local partnerships which provide all students with additional funds for events such as senior trips, Thanksgiving dinner and Taco Truck Fridays to list a few.

The most common theme observed at Kaweah is how everyone feels like it's a family. Kaweah High has done an exemplary job of meeting the social/emotional needs of their students. For example, the school wide implementation of the Mindfulness curriculum helps educate students on a variety of social/emotional needs. Students have units on mindful listening, breathing, and self-control. Students also commented on the caring

staff helps provide a safe and nurturing learning environment - they feel like a family while attending Kaweah High.

Student learning at Kaweah is highly personalized by teachers who take the time to know their "kids." The relationships and rapport established with students by the entire staff is evident in interactions, commitment and environment established by students and staff of KHS. Exemplary practices observed were Socratic seminar and oral presentations which give students voice in their education. Additional instructional strategies found were direct instruction, modeling, choral response and SDAIE strategies to list a few.

KHS is exemplary in its CCSS instruction and college preparation. Kaweah faculty are engaged in the PLC process on a weekly basis. During the PLC, faculty commonly use data to drive decision making of their instructional practices. College preparations is highly valued at KHS. The counselor closely monitors student progress since the majority of Kaweah's course offerings are A-G. Kaweah HS students are provided career technical education in several sectors. The district encourages students to join the CTE programs available at the traditional high school which is only a few steps away. Additionally, Kaweah instructional program is very effective because of their low student-teacher ratio. They follow the suggested ratio of 15:1 or less in some cases. This allows for personalized instruction for each student. Moreover, the Friday schedule is modified to allow for academic intervention. Students who do not meet the weekly attendance and/or academic criteria are mandated to stay to receive additional support on Fridays.

Kurt T. Shery High School

From the moment we arrived on campus we were greeted by the driving force of Shery's Campus, Principal Jamie Jimenez. We could feel that her passion and compassion make Shery an exemplary school. She gives respect to her staff and acknowledges each of their contributions and their attributes that they bring to the campus. She has an open door policy with students and families. As expressed by students, she holds high expectations for them but they know she cares for and respects them.

The teachers and staff also value and respect one another. They know how to meet the varying needs of their student population. They are aware of what each student needs in order to succeed. They are a family at Shery.

The students smiled as they discussed their educational trials which went from failure before, to success at Shery. The students talked about how their teachers help them succeed and will never let them fail or give up on them. Every student feels the positivity at Shery.

The parents and community confirmed the impact Shery has on their students. Their stories were overwhelmingly positive and filled with love. The school board recognizes

and appreciates Shery and wants to see the students and school succeed. The community mentorship program is a particularly invaluable program.

The culture of Shery is respectful, encouraging, and positive. Teachers and staff keep students focused, organized and on track with graduation as the ultimate goal. Their Intervention team is an exemplary program at Shery. It is the soul of the school and keeps students, parents, staff, and teachers abreast of what is happening with their students.

We feel that Shery meets the criteria for Model Continuation High School. Kurt T Shery High School proved on our visit, that they have an exceptional model school program.

North Park Continuation High School

North Park High School provides an alternative educational setting for students in the Baldwin Park community who have made insufficient progress in the traditional high school environment. Their mission statement is "Empower all learners to fulfill high academic achievement." Faculty, staff, and administrators have a dedicated and committed approach in supporting all students to succeed academically. Students have the ability to attend up to eight classes a day, with courses designed to be flexible in order to meet their needs. Both direct teaching and online courses are offered on campus, with opportunities for concurrent enrollment at adult school and community colleges. Three career pathways: Early Childhood Development, Automotive Technology, & the Administration of Justice are offered to students. With a high-tech auto shop on campus, students do not need to leave campus for that pathway.

The school has a Cal-SAFE program that provides early intervention, referral, and child development services for pregnant and parenting students. The program is also open to recent graduates and students from other District Schools.

Both Hillside Family Center and Kaiser Permanente have community-based partnerships with the school to offer both students and parents mental health services at no cost. Their on-campus location provides a safe and secure environment. Services include individual and group counseling. They provide substance abuse and anger management counseling for all students requiring the service. Students have been able to learn better coping skills and stress management techniques.

Parents have said that their students look forward to attending school now, and that the faculty and staff facilitate a teamwork approach which allows families to feel connected to the school. They have seen improved behavior, better communication skills, and educational changes in their students' lives.

Students have said that the school has taught them many social skills to help with their interpersonal communication with others. Students help each other and learn off one another. The school have taught them to see the world clearly and help visualize and focus on their future.

The school's crowning achievement is its dedication to having an excellent Parent Community Liaison on their staff who coordinates all school activities. She interacts with staff, students, parents, and community to advocate issues between all stakeholders. The many programs and services that North Park High School has to offer meets the criteria to make North Park High School an excellent Model Continuation School.

Orangewood High School

The community of Redlands, California should be very proud to have a school like Orangewood High School (OHS) representing their community and children. OHS offers all the things a model high school should without having to overcompensate or boast. They simply are, and that is something to be very proud of. In my 20 years in Alternative Education, and the plethora of visits I have made to many outstanding schools, I can honestly say OHS is the calmest and most polite campus I've ever been to. Many model schools have cool toys and gadgets, over the top energy, and/or an abundance of extra resources or outreach to show off, but OHS outshines all that with their simple, peaceful approach and the collaborative cohesion of the staff, students, parents, community, district, AND board. It was obvious the amount of respect all of the stakeholder groups have towards OHS in their numbers of representation and glowing recommendations of the staff, students, and school.

The Principal, Carol Ruhm, leads by example and works hard to protect the needs of her students and staff while also meeting the rigorous demands of the state and district mandates. Both the classified and certificated staff are respected and valued, and allowed to share in the decision making process in order to offer insights, input, and concerns. Walking that fine line between what is right for their students, and what is required by the state and district, is not a feat for the faint of heart, but Carol does it with the same grace and calming presence the entire school culture embraces.

Like all of us, OHS is trying to find its way through the new DASHboard accountability requirements and are working on ways to create and gather data that is meaningful, measurable, and significant to their unique population of students. This will help balance the playing field for alternative schools, like all of ours, where unreliable CAASP scores and district assessments have become the new referees. Using the STAR Reading and math assessment system, student work samples, and more in-house academic growth assessments, OHS hopes to create a plan that will help exemplify the amazing work they are doing with kids and proving they are viable players in the game!

On another note, OHS is the first school I have ever visited where the entire student group I met with absolutely RAVED about how awesome their security people were! And I quote, "They are sick!" "If you need anything, they have your back, but you wouldn't mess with them either." The students had nothing but praise and admiration for the principal, the counselors, and the security team, many of them testifying it is the first time adults in authority have ever treated them like "people" and because of that, they have changed their perceptions about adults and authority figures and their

willingness to seek out help or support. This in itself could justify OHS as a model school, but it is just one of the natural, everyday things OHS accomplishes just by believing in and maintaining that culture of trust, kindness, and empowerment.

Of course, like all of us, OHS has some things they could use. "The food sucks!" (I'm pretty sure that's been the exact statement from students I've heard at every site for the last 15 years,) and they definitely need more space for all the cool things they are doing with kids! (Did I mention they have a STEAM TEAM class, AVID, Music, and Leadership!) But, none of that stops OHS from staying the course and doing what is right for our kids. My hat's off to OHS, and I am definitely recommending them for Model School Recognition.

Ortega High School

The Principal of Ortega High School has a long history of employment in the school district and has implemented changes that serve to meet the needs of the community. It is evident that the school administration truly cares about the students and is passionate about working with at-risk populations. The school's climate is commendable, with a positive impression from the moment you step on campus. It is a safe, clean campus and positive relationships between staff, students, and all stakeholders are evident.

Ortega High School has modern and relevant technology that is used to make curriculum relevant and provide 21st-century skills in technology. Exemplary support services are in place to support students in achieving their graduation goals and connecting them to colleges and universities. Partnerships exist with the local community college and outreach personnel from the colleges and armed forces regularly visit the campus and help students with the enrollment and financial aid process. The counseling and teaching staff excel in communicating with parents and students and informing them on progress toward graduation.

Owensmouth High School

Owensmouth High School (OHS) is a small, urban alternative learning center located at the western end of the San Fernando Valley in the community of Canoga Park. Owensmouth has a dedicated staff committed to meeting the academic and social-emotional needs of all students. The staff, students, parents and community work together to create a safe and caring environment that promotes student learning.

The Administration makes a concerted effort to welcome each student and their family, to encourage each student to strive for excellence, and to maintain a positive and safe learning environment. Each Teacher has developed their own personal touch to reach out to their students and build positive relationships. For example, one teacher provided apples and coffee available in a classroom for students, while another used gentle humor to get students refocused, "Point your face at my face". Some teachers posted and discussed openly with their students, such as "Fair is not the same as

equal." Fair means that everyone gets what he or she needs. Equal means that everyone gets the same thing, and that is not always fair."

During our student focus group meeting students were quick to point out that they were all at OHS for the same reason--Credits! Though every student had their own pathway to their need for credits, they are all now focused on achieving their goal - graduation. One of our favorite student comments was, "It is hard not to have friends". Students remark that they "simply care for each other, because that is the environment that they are living in."

During our parent and community focus group meeting, it was noted that OHS has been a "saving grace" for their students. One parent cheerfully and tearfully said that their child's behavior has drastically improved at home due to their positive relationships with staff and students at school.

The Visiting Team can heartily recommend that Owensmouth High School be recognized as a Model Continuation High School!

Pershing Continuation High School

Pershing Continuation is part of Central Unified School District in Fresno. The school is located on the west side of The Mural District-Downtown area. The campus serves about 120 students and those students are met daily by a caring staff that sets itself apart from others in their desire to generously support all needs of their stakeholders.

While many areas of Pershing are exemplary, the staff stands out. Pershing students have the highest praise for their teachers and support staff. Students notice the adult work ethic on campus. They also benefit from enormous generosity from the staff in the form of financial help, time, attention and encouragement. It's apparent that the staff at Pershing want to be at the site. Their care for the students and their desire to give the best experiences to their students each day is heartwarming.

Another area of Pershing's educational program that stands out is its connection to service. The school has a solid partnership with Cen-Cal Mentoring which serves as another support for students. The program offers additional caring adults to positively influence students and support them through social contact. Another service program that stands out at Pershing is the opportunity for students to partner with the local Elks organization to create and fund a charity that addresses a neighborhood need. Through this program students research, design, create and work toward funding their projects. Pershing students also have opportunities to work with other community service providers.

Pershing Continuation School is a model program based on its tremendous staff involvement, community partnerships-opportunities for students, and its support services for students. The site is a very positive place to be for all stakeholders.

Renaissance High School

Renaissance High School (RHS), is a continuation high school that serves students age 16 and older, it is one of two high schools in the Santa Paula Unified School District. RHS has student population typically of 115-128; however, they can serve as many as 200 students throughout the school year. The individualized learning program concentrates on significantly raising student achievement and ensuring that all students have the opportunity to make up credits, earn a high school diploma, have an opportunity to be college and career ready and prepare to be productive civic-minded citizens in a global economy. RHS means "New Start," and the staff, valuing human dignity using "the whole child" approach for each student is dedicated to assisting them in realizing that their past does not necessarily determine their potential for their future. RHS has a disproportionately larger percentage of EL's comparatively to the comprehensive high school. RHS works diligently to close the Achievement Gap specifically working with the EL population. Teachers use a myriad of strategies: Direct Instruction, Collaborative Learning, Project Based Learning, SDAIE and EL strategies, Academic Conversations, differentiated instruction. Assessments used are state assessment, formative, summative, benchmarks.

Credit recovery opportunities at RHS are powerfully personalized. The Senior Project allows students to research and explore their future career options and how to resiliently achieve goals related to those options. Future Business Leaders of America (FBLA) and Career Technical Education (CTE) Pathways allow students to study the foundations of an array college and career options.

According to a Renaissance High School student, the staff are very helpful and easy to connect with and the staff make it easy for students to get involved with school activities and get extra credits. The small campus allows students to not worry about getting lost or being late. The teachers also make it easy for to get help when needed; they are very easy to talk to and get 1-on-1 help with classwork. With classes that have as little as 15-20 students, students get help when needed and no longer worry about falling behind or being too scared to ask for help. The school clubs that are available to students are: Associated Student Body (ASB) and Future Business Leaders of America (FBLA). These clubs have helped increase social skills in students and be more outgoing. ASB plan activities throughout the school year such as holidays, philanthropy events, Spirit Week, and Red Ribbon Week.

Credits are earned one at a time and awarded at the quarter. This format engages success, as students see their credit totals rise toward the 230 required for graduation. All credits earned are transferable to the comprehensive high school. Classes are conducted primarily in the direct instruction mode (students have stated they prefer this type of instruction), differentiated instruction, individualized instruction, EL and SDAIE strategies are used extensively. Student also flourish with collaborative leaning approach, guided practices and project based learning. All work must be completed at 70% or better in order for a student to demonstrate mastery. Instruction includes project based learning (individual research assignments) and internet based classes through APEX. The textbooks mirror those used by the comprehensive high school. This also

ensures that those students who decide to return to the comprehensive high school mid-year will not only be on track for graduation, but will also be "on-pace" with their peers in core subject matter.

The staff volunteered to take a more directed and active approach to tutoring. Staff worked collaboratively to develop a new bell to create a longer period for morning tutoring. Instead of the drop-in as needed format that once existed, students are now assigned to a zero period mandatory tutoring. The team was impressed with the tutoring program and liked how they became proactive to help students succeed.

The moment a student becomes a "Knight," they are beginning a multifaceted process of growth in setting, meeting, and celebrating goals. From the first day, the staff commits themselves to assisting each student understand what their credit needs are, and how to meet them. Then, at the end of each quarter, they celebrate students who have improved or shown exceptional performance. RHS students frequently meet their challenges with optimism and ease because they know that they have a team of people ready and willing to support them. That is why the team has recommended Renaissance High School to be a model school.

Richland Continuation High School

Richland High School meets the criteria for consideration as a Model Continuation High School.

Upon entering the campus of Richland High School, you immediately become aware that you have entered to a special place. Smiles abound and everywhere you look, the teachers and staff are engaged in positive and proactive interactions with their students. Students eagerly seek out teachers and staff before school, during passing periods and lunch time, and after school just to touch base . . . because they know that they are important, respected, and cared about. Richland High School is a powerful place to be. Under the leadership of their principal, Dr. Elsie Simonovski, Richland High School is successfully providing each and every student with an engaging, academic, welcoming, student-centered, structured environment where students and parents know that the staff at Richland High School is prepared to support their needs for success. Time and time again, both students and their parents echoed that the teachers, staff, and administrators at Richland High School are the key to making it a special place to be. There is a deep appreciation for the work being done and for getting kids back on track with their education.

Richland High School provides their students with an opportunity to excel in small classes, where teachers are dedicated to their individual needs and unique learning styles. Richland High School provides their students opportunities to excel academically through a wide range of a-g approved courses, develop socially and emotionally through a strong and proactive counseling and support staff, and to prepare themselves for life after high school with a structured approach to College & Career Readiness.

With strong support at the District level, Richland High School offers students a wide range of activities and supports throughout the day. Richland High School offers morning dual enrollment classes through their powerful partnership with Santiago Canyon College, has a strong offering of Career Technical Education courses, provides a proactive comprehensive counseling and support program, and is committed to making every student college and career ready.

Student voice is important to those working at Richland High School, “. . . for it is in giving students a voice that we give them hope.” Many of the innovations taking place at Richland High School are happening because they have listened to the voices of their students. And by listening to those voices, they enrich and empower the lives of their students.

Robertson High School

We live in a modern world sustained and advanced through the successful completion of a secondary school. At Robertson High School educators they make sure all students are set up for success in life, it's important to prepare them for an education and all that comes with it. Too often, traditional learning never ventures beyond the realm of purely academic. Robertson High School connects the students to the real world. They prepare students to accept and meet the challenges in the real world, mirroring what professionals do every day. At Robertson according to the school, “You don't learn to walk by following rules, you learn by doing .. and by falling over” They do not learn from experience, They learn by reflecting on experience. These efforts have helped Robertson continue to make strides closing the achievement gap. They spend a lot of effort in addressing student current needs, resources are also dedicated to help students transition to their next level. The students have the opportunity to explore different colleges and career options. Before graduation, all students have to create and present a post-graduate portfolio and transition plan, which is developed with the teachers while they are taking a Business Development Course. All students who are attending one of the community colleges in the area, a staff member takes them on a tour, and help the students complete college application, financial aid application, and accompany them to their orientation to register for classes.

As stated before, Robertson High School is a laudable model for how to structure a school to suit and meet the needs of all students.

Robertson High School gives all the students confidence when it comes to education. The small family-like environment, one-on-one learning and small class size, has helped the students succeed. The culture of the school, from teachers to office staff to administrators are extremely involved in the success of all of Roberson High Students. They prioritized the students needs and then follow through to support them in a manner that I have not seen before!

Rose City High School

Rose City High School meets the criteria for consideration as a Model Continuation High School. The school mission supports student success academically, socially and emotionally. The principal plays a significant role in the positive school atmosphere. His prominent support for all staff and students creates an effective environment. He values and respects the voice of every staff member and student. A student stated, "There is not one person Mr. Stanley doesn't care for." Another stated, "He does not write anyone off. He relates to us." Input from classified and certified personnel are valued and taken into consideration when making decisions.

The principal works closely with the district administration to ensure that his school and students are given all possible opportunities. District and board members are very supportive. They noted that the principal shows great enthusiasm and efforts for his school, which they appreciate. Rose City has a considerable amount of partnerships with community organizations. These partnerships are inspiring aspects of Rose City, providing students with ample opportunities. One community member made a statement in regards to the positive relationships with Rose City as "social mutual responsibility and pride."

The programs and support provided to Rose City students are phenomenal. The students have immediate access to counseling services, not only academic related but also for emotional, social and mental needs, as well as career and college concerns. The substance abuse counselor is a great asset to Rose City. The academic counselor and staff provide a number of different avenues for career and college preparation. Student progress is frequently monitored and individual learning plans are developed and revisited with all students.

Rose City's curriculum varies on a wide spectrum. In addition to core classes, students are able to participate in college prep courses, vocational and career education, work experience, elective courses and extra-curricular activities. The art program, senior defense presentations, Empowerment class, career prep course/internships and various clubs have a beneficial impact on the student population. The variety of instructional strategies are essential factors to their student learning. The technology used in the classrooms and the accessibility of technology to students definitely promote 21st century learning. Tutoring services are available to students daily, creating a supportive learning environment. The flexible scheduling and student-teacher ratio of 15:1 give students more one on one attention which is crucial especially to this student population. All teachers are qualified and credentialed, and continuing professional growth during staff development.

The campus feels safe and clean. Students and staff have built mutual respect and trust. The staff are willing to go beyond given duties to help students. They feel supported by the principal. The staff teamwork and care for the students are very visible and present. Students expressed the feeling of Rose City being "like a family". Students voiced that they feel safe and calm at Rose City, which plays a significant role in successful education. Students feel valued at Rose City and want to progress and

flourish. Two powerful student statements that give a better snapshot of Rose City are... "Everyone teaches you something here, even the janitor... everyone teaches life lessons," and "This school saved my life from going other routes. The things I know now are because of Mr. Stanley and the other teachers."

Santana High School

Santana High School provides its students with an alternative program that allows them to graduate or return to a comprehensive school. Santana believes in shared decision making with all the stakeholders having a voice. Students, staff, parents, and administration are involved in the discussion of schoolwide programs, incentives, and socioemotional partnerships. Teachers at the school feel supported by the administration and the district. "We are excited to come and work here, we feel welcomed, supported, and everyone is so helpful," a teacher told the visiting team. Students feel a sense of pride about the school. During the student focus group, the visiting team experienced positive feedback from the participating students. One student said, "the teachers here make us feel special, they help you, they greet you by name, and are friendly." Another student said, "this school helps us. There are multiple opportunities to succeed." At the school, each student completes an Individual Learning Plan which they can use to track their progress. The visiting team also experienced strong support from the district. One member of the district focus group said there is a "strong intentional dialog between the district and Santana". There is a positive growth mindset culture at the school supported by the school administration. Santana provides students with several educational opportunities for growth that go beyond the traditional classroom. They include ASB, Journalism, Yearbook, Guitar, and Photo. The school provides 2 full time counselors, a school psychologist, a district social worker, a Family Resource Center, and partnerships with local mental health agencies to meet the social emotional needs of their students. The school works with Mt. San Antonio College to provide concurrent enrollment for students on the SHS campus. Other college assistance services at SHS include the Program Plus agreement and help with financial aid forms. Santana is a PBIS school which uses a multi-tiered approach of prevention and intervention for its students. The school provides opportunities for restorative practices where students can learn and practice self discipline, empathy, and accountability. Many stakeholders at the school believe this has been a successful approach.

For these reasons, the visiting team recommends Santana High School to be recognized by the California State Department of Education as a Model Continuation High School.

Sierra Continuation High School

Sierra High School meets the criteria for consideration as a Model Continuation High School.

Most schools claim that are student-centered, but at Sierra High School, the proof is in everything they do. From the intensive outreach done by the principal and counselor to recruit would-be dropouts to attend Sierra, all the way through to the careful updating and following of the Individual Graduation Plan Contracts to get students their diplomas, Sierra High is dedicated to putting students first. The engaged, energetic, and caring staff works hard to build relationships with all students, and articulates the importance of meeting students' basic needs in order to allow them to access curriculum. Rituals such as morning meetings and biweekly school check-ins provide casual but carefully-planned opportunities to interact with students and identify needs. District support for the "magical gem" of Sierra High shines through in the availability of a full-time counselor, a part-time College and Career technician, access to free community college courses, bus transportation for all students, and a wonderful on-site program for pregnant and parenting students.

The staff at Sierra are committed to professional develop and "turning students into readers" through the Reading Apprenticeship model. All stakeholders report that the focus on literacy has resulted in students who had never picked up a book reading (and enjoying!) multiple novels during a school year. The strong partnerships with community organizations, coupled with the staff dedication to helping make personal connections to outside resources, means that even parents/guardians of Sierra students feel supported and valued.

Students, parents/guardians, District administration, and Board members all view Sierra High School as much more than "just a continuation school." They say that it is a transformational and potentially life-changing alternative option for students who thrive when their basic needs are met. The current administration's focus on alternative accountability models has helped shift the entire district to looking at meaningful data that is relevant for a continuation high school.

Students at Sierra High feel valued, and their renewed confidence shines through in their recommitment to their educations. Sierra High is an exemplary model for putting student needs first, and it shines through in all of their programs and policies.

Silverado High School

The Visiting Team had the opportunity to see all teachers in action. Though each teacher had their own style and connection with their students, the fact that they all had connections to their students was gratifying to witness. We witnessed teachers involved in direct instruction and discussions with students allowing students to explore new areas within their course work areas. As we visited classrooms we noticed a strong sense of unity and conformity within the student body. Looking at the student body it was apparent that there was a very diverse ethnic demographic, and one team member wondered if there was a strong socio-economic parallel among the student body. The cohesive nature of the actions observed seemed to indicate that the students had more in common than would appear on the surface. As the visit continued deeper questions probed beyond the surface. The clear evidence of the schools PBIS program working as

a unifying factor, helping the students to find common ground, and care for each other was amazing. The variety of backgrounds yet cohesive nature of the student body was truly impressive. When it comes time to have meetings with the students Team members often look for outliers to be included, there is always that student who just doesn't appear to fit in. Yes, there were definite preferences among the students in terms of dress and style. Yet, there were no students who appeared to be on the outside looking in. During our extensive student focus group meeting it was obvious that all of the students were mindful of their fellows. Even for the few new students in the group who did not really know everybody. Students were respectful and kind. The vocal and the quiet, the members of the various groups all were unified in living the school motto, "Everybody is Somebody".

Silverado High School has many levels of support built into the very framework of the school. A very caring staff of professionals from the custodial staff to the office staff, from the teachers to the administrative staff. The students at Silverado High School are surrounded by a cocoon of care. Adults who truly are focused on the student's well-being. Not just academic success, but also their ability to make their way in the world and be successful in life.

If we were to discount the high level of care and concern that the entire staff has for their students. If we were to discount the student's academic enrichment and goals being achieved. If we were to discount the changes being made in young lives. Silverado High School would deserve to be honored for their outstanding progress through their PBIS program. However, when you put it all together the Visiting Team wants to strongly recommend that Silverado High School be recognized.

Sunset High School

The following components that support exemplary practice demonstrate the excellence

in the level of principal (administrative) leadership, staff commitment to student growth and learning (excellence in teaching and learning), community and district commitment to the program(s) offered at Sunset high school. The process of how the programs weave student learning, and meeting CCSS (Core courses), CTE, NGSS, ELA, Literacy in History, Science and Technical subjects, and PE Model Content standards into a rich learning environment that engages the SHS students beyond the traditional high school format is above and beyond impressive. The following are four areas of excellence that prove SHS is a Model Continuation high school.

I. Experiential Learning Program

Without a shadow of doubt on of the most locally admired programs (exemplary practices) that Sunset high school students provide is the sharing of their knowledge of their home and region with the local 5th and 3rd grade classes from a variety of elementary programs (public, public charter, Montessori, home schooled) in Del Norte county; the 5th graders visit in the Fall, and in the 3rd graders visit in Spring, with Friday

as the day reserved for this weekly educational adventure at Sunset. Every year the students (and staff) have served every 3rd and 5th grade class in Del Norte county in this unique program. Here is how this wonderful cross-curricular, cross-age program works:

The Sunset teachers, staff, and students collaborate to research 3rd/5th grade standards in science, social studies, and math to define and inform the hands-on activities that will facilitate when the students visit. It is important to SHS students that the younger students enjoy their learning field trip and leave feeling inspired. The visiting group (approximately 30 students) are divided into four (4) groups that will rotate through the amazing campus programs and areas that is Sunset high school. The SHS students are divided into 8 teams that plan, teach, guide, direct, support, facilitate, prepare and engage the visiting students in these areas:

The Redwood Interpretive Trail (2-acre redwood forest on SHS campus) where the student docents teach about forest understory plants, trees native to the region, forest animals, logging history and practices, local tribal groups and cultures. The tour, with discussion, interactive sites, Q & A activities and demonstrations are keenly organized as 'walking timeline' of the Westward Expansion of the United States.

Kitchen Team / Culinary (Beautiful new kitchen recently finished to complement CTE Agriculture and Farming program) where student docents teach their young visitors the importance of kitchen cleanliness, knife skills, ingredient origins, and has them participate in a key part of lunch preparation that everyone will share. As each of the four groups cycle through the kitchen they are preparing key components of the lunch; all of those kitchen skills become immediately relevant for all involved as the food will be presented that they prepared.

Farm-to-Table (Sunset school farm) where students are introduced to sustainable agriculture concepts poultry science, and organic water filtration.

Animal Team where the SHS students present and teach about animal science. The visitors are very excited to get to meet the farms occupants; at present cow, sheep/wool, chickens, and rabbits.

Wood Shop Team prepares, ahead of time, the experiential process that provides each visiting student a take-home project. Moving through stations, the steps of working in a shop environment the SHS students teach 'shop safety', working with power tools (chop saw, drill press, sander, etc.), introduction to the laser engravers where students, upon completing their project (bird house, planter or tool box, etc.), have their name laser-cut into their project.

Math Challenge Games where two (2) of the Sunset teams combine to integrate math and engineering concepts that puts the visiting students through critical thinking challenges that mimic a 'treasure hunt' where as each challenge is solved they discover a series of numbers that unlock a treasure chest / box.

Sunset Chaperones 'The Shadows' which are a very important group of veteran to-the-process SHS students that are coordinated and led by the school secretary to lead each group of elementary students from activity to activity, and manage student needs and behaviors, which according the student presenters is 'awesome' as the SHS students demonstrate kindness, patience, and care for their younger charges while supporting their peers who are presenting and engaging the students.

As the day progresses (during break and lunch) the principal meets with the visiting students and their teachers to review, debrief, and assess all of the concepts and experiences they shared during the day. The presentation models, presentations, scripts, and activities are anchored with academic vocabulary from Jim Burke's Academic Moves for College & Career Readiness.

II. The School Farm

With the largest economic sector in Del Norte county being agriculture, which includes the lumber / logging and fishing /crabbing industries, in addition to dairy and lily bulb farms, Sunset high school is presently growing their school farm. SHS has established a CTE Sustainable Agriculture Pathway that also includes Veterinary Science, Forestry Science, and the Farm-to-Table Culinary as its capstone for the pathway complete. The process of building the farm began 2-years ago with three objectives: First, there is resident livestock as models for students to learn hands-on animal and veterinary science. Second, Sunset students are expected to teacher animal and veterinary science in tandem with sustainable agriculture to the 3rd and 5th grade students that use the farm as an interactive lab for learning. Third, in building the farm infrastructure as a means to encourage and allow students to raise project animals for our local fair auction, and to inspire entrepreneurship for a Sunset Farm Stand. The SHS students, and staff have collaborated to develop the Sunset Farm Plan, with protocols for safety and vision which was presented to the local school board for approval; stamp of approval heartily given by both district and county boards.

III. Sources of Strength

This program was led by Sunset high English teacher in partnership with UIHS (United Indian Health Services), as a means to create peer-leaders. Two years ago, the staff advisor/teacher and a small team of passionate students started the process of becoming a school that embraces the Sources of Strength (Restorative Justice) program. At present one-third of the SHS student body have been trained as peer leaders and are considered the Sources of Strength team. This team has become Sunset's student government and voice which leads small groups and schoolwide activities and discussions that improve their school. The Sources of Strength team has been so successful, they are recruited to facilitate adult social-emotional trainings in the Del Norte Unified district and in county public agencies. These same students provide outreach to local middle school students and work to train peer leaders for those sites to build capacity, and those younger students deeply value the training, engagement, and activities their training is providing their peers.

IV. Civic Learning Award of Merit (State of California)

In 2018 Sunset high school was awarded the Civic Learning Award of Merit by the state of California for the many opportunities that are provided for their students to contribute to the greater community.

Sunset High School

Sunset high school's motto "Pride in School, Pride in Self" is evident everywhere you look as you meet the site, students and personnel. When first arriving on campus students are greeted outside by principal Tony Fabricius, who greets each of them with a smile, a personal good morning, and an encouraging, positive check-in on the day ahead. Parents, and bus drivers also are included in the greetings, which all heartily respond with well wishes for the day. You know immediately that the students feel cared for, valued, and no matter what the day brings 'Fab' (principal Fabricius) is there for them.

Upon opening the front doors to the school you arrive at the office where you meet Cori Allen who greets you with a warm hello and a bright smile. Her kind manner and great laugh welcome everyone, and you can feel it is going to be a good day ahead. Staff (teachers and support staff) are greeting students as they collectively head off to their first period classes, and many students are calling out to teachers about activities, assignments, projects, and positive thoughts about the week ahead. The entry and hallway walls display evidence of student activities, newspaper clippings of student(s) involvement, achievements, art work, thank you posters with pictures from the 3rd and 5th grade student visitors, notifications from community (Fair Board, Rotary, local schools and businesses, etc.) of thanks for a recently volunteered activities or supports rendered by Sunset students; Civic leaders indeed!

Principal Fabricius and the Sunset staff and have created a beautiful, positive, physically and emotionally safe environment instrumental to productivity, student growth

and success. When you visit to this beautifully kept school site, take in the Farm, walk through the trails of the Redwood Forest Interpretive outdoor classroom, you notice the myriad of places that allow students to practice what is learned. On this particular morning students in the Ag class were practicing driving the school new tractor, getting ready for the next iteration of another addition to Sunsets excellent program; the **big** garden.

In meeting the teachers and staff you understand why this is an excellent school. The goals for the students are woven into curricular and standards-based practices, and they all know their charges well and meet them where they are at. The belief that all students can be reached, all students can and eventually do really care about their lives, and community matters is proven over and over again in the great work they do; they know it takes 'a community' to raise a child and they are teaching their students, through opportunity and exposure the truth of this idea, and the students agree with the premise as well.

Sunset's excellent school program proves implicitly that a highly dedicated and committed staff of teacher-leaders, and with an educational leader as vision keeper and principal, and a supportive superintendent and school board(s), great change can be affected in a community. This was most evident when meeting with the staff, students, parents, community stakeholders, law enforcement, and district/county leadership that the bias of the districts continuation high school is no longer 'that school, those kids', Sunset is proving that engaged education (multi-generational) strengthens student learning, and social development, creates confidence in self, and faith in others. Superintendent, Jeff Harris (duly elected county superintendent, and Del Norte Unified School District superintendent) has a unique view of the county and district schools. He is deeply supportive and committed to the ongoing success of Sunset high school. So, when he smiled and added this resolve the end of our conversation, "We would like at least 10 more Sunset programs in the district/county, and the boards would agree", you get that Sunset's motto walks the talk; Pride in School, Pride in Self.

Twin Oaks High School

One powerful word that repeatedly used by parents, staff, students and district administration to describe Twin Oaks was "home." Throughout the campus visitors are met with an incredible warmth which creates an inviting community; one truly feels at home at Twin Oaks High School. Students come to the school from a variety of challenging situations, but are given the opportunity to find hope. Students are provided new opportunities to pursue academic and social success not only in the classrooms but through the extensive support network. These amazing relational connections provide them with every opportunity to succeed and give them a second chance they have hoped to find. Twin Oaks gives students a safe place to unlock their potential and staff the autonomy to be creative and innovative in their classrooms.

"Leadership matters and All means All," is a philosophy embraced by district administration. This is clearly evident they believe this as evidenced by the critical

resources invested in Twin Oaks. Parents shared a heartfelt gratitude for Twin Oaks, stating the school to be a welcoming, family which is excellent in communication. Teachers were observed to be passionate about their subjects and fostered a sense of community and collaboration in their classrooms. Around campus, support staff were described to be the 'glue' to hold everyone together. The mental health team were observed to be not only compassionate about their purpose, but systematic to ensure all students receive the level of care needed to thrive. It was highly evident in meeting with students, that they feel cared for holistically. All students reported not only feeling safe, but connected to multiple adults they trust and feel they could confide in a time of need or crisis. Students vibrantly shared the love they have for Twin Oaks, stating that teachers and staff "turn their weaknesses into strengths," and that the way the teachers teach "really make them want to learn." When asked for one word to describe their school, students stated "legendary, a gem, extraordinary, encouraging, motivating, comfy, hopeful and most importantly, home." Twin Oaks truly is not only a model school but an inspiration of what a committed, caring educational community can achieve.

Val Verde High School

Val Verde High School does an exemplary job in many areas to support its students. The school and the district administration recognize that Val Verde students are members of the community, and put great effort into ensuring that every student has a pathway to future success.

The high level of support from the district is evident even in the parking lot – the facility is attractive, modern, and well-maintained. While some continuation schools can be forgotten among the many schools in a district, Val Verde is literally across the street from the district office, which helps keep it interactive with the district leadership.

Val Verde takes a pro-active approach to creating an environment where students will find success and engagement with their education, and provides many CTE opportunities in high-interest areas to help students realize that school is more than the core academic areas. The CTE offerings are highly supported and are in areas of demand in the local economy.

Students and staff at Val Verde find themselves in a supportive, positive environment, and that feeling is reflected the moment one walks in the door and is greeted with a smile.

Val Verde also recognizes the social-emotional needs of students, and students have ample counseling resources available, along with a staff and administration that takes the approach of trying to help when students are having behavioral issues. This approach is reflective of a district, school and community that works together in the best interest of its students.

Valley High School

Valley High school meets the criteria for consideration as a model continuation High School.

Valley High School's motto of "Learning for all - Whatever it takes" truly reflects the school-wide commitment that Valley High School has for its student body. From administrators to teachers to support and office personnel, Valley High School has a dedicated and caring staff that make students their number one priority at all times. The staff work closely with each other and are committed to going above and beyond to insure all students have the opportunity to be successful. The formation of Professional Learning Communities at Valley High School has enabled the staff to receive continuous input that promotes collective learning through collegial collaboration.

Students at Valley High School feel welcomed, safe, cared for and appreciate the commitment that the Valley High School staff have towards ensuring their immediate and long-term success. A common sentiment among students was that there was at least one adult, and many times more than one adult, at school that they felt they could go to for academic and/or personal advice. For students, this sense of belonging and being cared about was quite different than what they experienced at the high schools they previously attended.

Valley High School offers a variety of counseling services, both on and off campus, that address the social and emotional aspect of their student's education. By addressing the social and emotional aspect of their student's education, Valley High School truly is committed to their "Learning for all - Whatever it takes" motto. Valley High School requires incoming students to attend a six-week Orientation course before they are mainstreamed into the regular schedule. This Orientation course prepares students for their integration into Valley High School and changes the mindset of students from negatively thinking about their education to one of being engaged and successful in school.

Parents and community members pointed to the relationships that are created between staff members and students at Valley High School as the reason for their student's academic and personal transformation. Parents felt that when Valley High School started believing in their students, their students started believing in themselves.

Valley High School offers the academic courses and support systems to ensure the success of its students. Valley High School offers AVID, a weekly tutorial during the 3rd period AVID/Connections class, and an after school ASSETS program. Students at Valley High School are not only prepared academically for their future endeavors but they also receive Career planning and employment skill building instruction and guidance.

Students are very complimentary and thankful of the experiences they are receiving at Valley High School but the conversations with administrators, teachers, office personnel, on and off campus counseling staff, school proctors and maintenance

personnel truly support Valley High School as a school where **EVERYONE** that is part of the learning environment is committed to the success of all students and families that are lucky enough to attend the school.

GO GRIZZLIES!!!

Valley Oak High School

Valley Oak High School meets the criteria for consideration as a model continuation High School. The team wanted to portray this school in ways of a research base school. More than how they improve their finances, school routines and special programs. We wanted to be less autocratic. After all, we are here to help and inspire, not to lecture.

Valley Oak High School is a must see school, where students are at the center of attention. In addition to the classrooms, they have an extensive social-emotional program that includes partnering with community agencies that serve students on campus. What makes Valle Oak a special place to teach and learn is that the staff provides a welcoming and encouraging environment. The motto is, "Everything is connected." Every action has a connection. They provide students with opportunities for success and help them achieve in their academics and social emotional growth. The school has a strong connection with students and engage them in activities that expand their understanding of the community and the world. The principal and management is critical to their success! Valley Oak is a community sponsor school and when other funds are needed, the community is extremely supportive. Valley Oak is one big happy family and truly takes a village to help students find their way to success.

Vicente Martinez High School

Vicente Martinez High School meets the criteria for consideration as a model continuation high school.

The climate at VMHS is calm and welcoming. This is strongly felt by all who walk in the door, whether it be students, staff, community partners, and visitors. The students are happy and appreciative of the second chance they have been given. The teachers are happy because they are able to forge close relationships with students and get to know their specific learning needs. The small school size means that everyone knows everyone. It truly does feel like a big family. Students at VMHS are held to high academic and behavioral standards, and thus break the stereotypical mold of what a continuation student is or should be. Walk into any given classroom and you will see the majority of students hard at work, engaged in the learning opportunities their teachers have crafted for them. The expertise held by the teaching staff is impressive and goes to show just how bright any student can shine when they have the right support team rooting for them.

Access to additional credit opportunities and to mental health services are two attributes that stand out about VHS. It is clear the principal, Ms. Lori O'Connor, is intentional about every move she makes for the school and students. From the community partnerships she forms, to the autonomy she gives her teaching staff, to the overall sense of empowerment felt by the students, Ms. O'Connor has created an educational space where adults want to work, parents want to send their children, and students want to learn.

Village High School

This Visiting Committee recommends that Village High School be recognized as a California Model Continuation High School. The school has effective site leadership that has a collaborative style to motivate staff, positive District support, a clear vision for the needs of the student body, high academic expectations, and a caring and supportive learning environment where students can do and thrive. The committee was able to verify all components that were in the application to be in place. The school recently was granted a six year accreditation with WASC and has a well developed Schoolwide Action Plan that all staff seem knowledgeable of and committed to working on for continuous school improvement. Programs like the STING Time, where students are provided intervention or enrichment, depending on their needs, shows a creative approach to working with students that have many varying academic needs. All curriculum is standards-aligned and the teachers use a variety of approaches to appeal to both ready and reluctant learners.

In addition, the school has very strong social/emotional learning components in place. A full time counselor, a part-time mental health counselor through a contracting agency, as well as a District level social worker, provide the students with Tier 3 interventions, as the caring and committed teachers show care and compassion daily through restorative practices and positive relationships to provide Tier 1 and Tier 2 support throughout the day. Students articulated repeatedly that they feel safe at school, and that the school feels like a family. There are mental health groups they can participate in as needed, and they can receive one-on-one counseling. Students are encouraged to participate in student leadership opportunities, as well as to engage in periodic school-wide activities such as Spirit Week which builds a sense of community. Teachers have participated in Trauma Informed Practices professional development and report that the District provides them with enough resources to meet the various academic and social/emotional needs of their students. The school overall can be described as having a highly therapeutic environment. The administration and staff are to be commended on their professional collaboration and positive influence on the school climate at Village High School.

The parents/guardians that the Committee spoke with reported that the staff shows care for their child and communicates both concerns and positive progress regarding their children by emailing or calling the parent. Newsletters keep parents informed of the events and happenings at Village, and regular communication goes home in the

parents' home language. There is a lot of support from parents to help spread the word that Village High School is a good school.

Program Summaries for Model Continuation High Schools Recognized in 2021



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INTRODUCTION

Twenty-seven schools have been awarded Model Continuation High School (MCHS) status for 2021. Review teams conducted virtual site validation visits to each of the schools and prepared reports based on their findings. These reports included a Program Summary, which explains specifically how the awardee meets the criteria for recognition as an MCHS. A summary for each of the forty-three awardees is included in this report.

PROGRAM SUMMARIES

Angel's Gate Continuation High School

Counseling Service Model

Angel's Gate counseling service model of four .2 counselors who each are on campus one day a week, increases the capacity of a counselor's ability to meet the needs of the different student populations. Each counselor has different duties and responsibility to assist in getting students to graduation.

Online Programs

Angel's Gate has increased the online programs to support student learning during the pandemic. The new programs IXL and Achieve 3000 has increased the tools teachers can use to support student learning in Math and Reading.

Connectedness and Belonging

The school culture and climate of Angel's Gate High School is positive, nurturing, and focused on the holistic development of students. All stakeholder groups interviewed by the CCEA visiting team expressed a sense of caring and support from all staff including the principal. The interpersonal relationships between the students and sense of belonging were evident and sincerely expressed to the visiting team. The students noted that they have a sense of safety and security both on campus as well as the area surrounding the campus.

Extended Learning

The extended learning opportunities available to students greatly enhance their overall program. There are many activities that Angel's Gate High School students can participate in outside of regular classroom instruction including community-based music and theatre arts, field trips to the USS Iowa, the Harbor Aquarium, and earning additional credits through community service learning, work experience, career technical education, and participation in the after school program called Sharefest that focused on tutorials and interventions provided by certificated staff.

Aurora High School

Community Partnerships for Credit

Aside from students earning credits through a traditional academic setting and through online credit recovery, students may elect to earn additional credits through community partnerships where they may earn credits through community service or through paid/unpaid work experience learning workplace skills needed for eventual sustained employment. Students may also participate in physical fitness activities for PE credits. These credit earning options within the community show a strong link between Aurora High School and the community of Calexico.

AVID

The AVID program was implemented at Aurora High School in school year 2019-20 with the goal of improving College and Career opportunities for students. AVID develops students organizational and academic skills for College success.

Connectedness and Belonging

Students at Aurora High School feel welcomed and cared for. They feel the school staff offers them a second chance to complete a high school diploma and become successful members of their community. The sense of community is very strong between students, parents and school giving them the sense of family. In return students give back to their community through many many different community service events.

Credit Recovery

Credit recovery is offered through online web-based coursework (Acellus and Cyber High), work experience and community partnerships. Students can earn 15 additional credits per trimester.

Referral Process

Clearly defined referral process between Calexico High School and Aurora High Schools Administration and Counselors. CHS counselors refer, AHS administrator and counselor review and accept students then CHS counselors contact the students and families with the recommendations to transfer to AHS. Families make the final decision on transferring.

Professional Development

District support for professional development is evident by the 30 hours of summer professional development offered to all teachers. In addition, the district provides ongoing professional development throughout the school year.

Calico Continuation High School

After spending over six hours of virtual visits with the staff, both office and instructional, students, community partners, and parents at Calico Continuation High School, I have found a sincerely caring and supportive school. I have had lively discussions with passionate educators who deeply care for their students and are willing to go out of their

way to make sure that students are cared for and are constantly reassured of their value. Difficult times call for creative solutions. Virtual Gingerbread House building competition, where every student received a Gingerbread House kit, then posted pictures for the competition. What a creative way to build community and keep students involved when they are feeling so isolated! The District's support in having a Bus Driver, who normally transports students from Fort Irwin to campus, a 60-minute one-way trip, to going to the home of a student who was beginning to slack off and "miss" the bus. The entire staff, classified and credentialed are deeply aware of the students and their individual challenges. They collaborate and discuss individual students to plan out how to best to aid the students within their stewardship. The liaison staff from Fort Irwin and The Barstow Marine Depot spoke glowingly about the care for students given by Calico Continuation High School. These students are often moved about during their high school years as their parents are reassigned, creating challenging situations. Calico Continuation High School works hard with parents and students to see that each child is receiving what they need most. The strong relationship building, at all levels, is a key factor in the success of the students at Calico Continuation High School. Students are actively involved in the community. From a community Pumpkin Patch where student help young children to normal activities, during normal times, such as the Pistachio Festival in Newberry Springs and the local Christmas Parade. Students make lasting impressions on the community due to its size.

Student comments included how helpful and supportive the staff are. How they felt the teacher's support and attention. Almost every student spoke about how they have been pushed to succeed. Now, generally when teenagers talk about being pushed it is said in a negative manner. Calico's students all spoke of being pushed in the most positive way possible. They referred to caring and supportive staff, who truly wanted only the best for them. A group of adults who "had their back" and were willing to help any way they could.

These comments were repeatedly echoed by parents and guardians. The compassion shown to students as well as the individual attention is greatly appreciated and contributes to the success of their students. One parent commented on how Calico Continuation High School leads to students becoming successful adults. Another parent talked about how all teachers have a calling to help students, but that those at Calico Continuation High School have a different calling, that their students have different levels of issues in their lives and that these teachers know how to reach them.

In summing up, I want to mention my favorite quote from a staff member. Students come to Calico Continuation High School with a variety of issues and previous failures. As the staff work to bolster their students, they just might hear an adult say, "Every minute is a new minute." At Calico Continuation High School every day is a new opportunity to succeed, every minute is a new minute.

I strongly recommend that Calico Continuation High School be recognized as a Model Continuation High School.

Chaparral High School

Chaparral High School is a Continuation High School in San Dimas. The school's enrollment averages about 75 students. This Model Continuation school serves a diverse population within its stakeholders.

Chaparral has a deep focus on social and emotional needs of its students. The staff has participated in extensive trauma informed training and the practices of the staff benefit all students. Due to the flexible, understanding, and accommodating approach from staff, the students feel well supported and cared for. Parents and guardians recognize the staff's effort to find individual talents and gifts within students to make connections and increase overall educational engagement.

The school and its community providers touch every student and meet them where they are. This includes a connection with the local Fairplex where students are provided the opportunity to take CTE classes and other electives that may interest them. The opportunity provides students with field experience while also earning elective credit. This is one unique way that students can earn credits outside of traditional in class sessions.

The staff of Chaparral do a great job of finding balance between having grace and care for students while ensuring high expectations are met. This is done by creating positive relationships from the time the students step foot on campus in the main office all the way through their personal time off campus when they need assistance. The staff shows genuine interest in students and natural academic success is the result.

Finally, a highlight of Chaparral is the level of service and support it provides local Foster organizations and students. The district and school has invested in providing the best education and resources available to a unique subgroup of students. The site is to be commended for their efforts with Foster Youth.

Chaparral High School is a great continuation school and can be a model for others in many ways.

Del Puerto High School

Del Puerto High School meets the criteria for consideration as a model school continuation high school.

The focus groups interviewed during this virtual site visit all stated that Del Puerto is welcoming, staff wants to see students graduate and succeed in life, and it feels like family. Building positive relationships with students and families starts at enrollment and continues until graduation. All staff are committed to all students getting back on track academically and this gets accomplished by the many social/emotional supports provided on site, or through off-campus referrals. The school creates an environment where students can be themselves and this transfers to them meeting their educational

goals. Staff meets them where they are and brings them to where they need to go. Students and parents were very complimentary about the school and its staff as being the first time they have felt connected to school and they can be successful. Staff is very happy, feel very supported, and most have been there for many years. The virtual site visit and the stakeholder interviews supports that Del Puerto High School should be a model continuation high school.

Del Valle Continuation High School

After hearing from the stakeholders at Del Valle Continuation High School, we find that they are a community of adults whose focus is on supporting the whole child. They exemplify what it means to be a team by supporting and encouraging each other to be the best they can be, at all levels of the school. They have embraced the SEL focus on and work hard to be aware of how each and every student is feeling and doing. All of the staff members are strong advocates for students, and each member is a valuable asset to the cause.

The Principal and staff work together to build a community where students strive to be successful and become productive members of society. They foster a “family” attitude, where the student can and will have bad days but that it is built in that the adults still care and will help in any way they can. Many students voiced the thought that they were grateful to be there as they felt safe and supported. It was an inclusive and fun place to be and they were very happy to be a student at Del Valle.

In all the stakeholder meetings and interviews the same feelings and words would show up, supportive, community, positive, engaging, and one teacher went as far as to say splendiferous. The staff is very dedicated to the processes they have implemented to nurture the whole child and prepare them for post-graduation in all ways, not just making sure they are academically strong. One quote echoed by many was – “we may be small – but we are mighty.” They are certainly proving that in their day to day interaction with their students.

We are pleased to say we believe that Del Valle Continuation High School should be recognized as a Model School for the 2021 school year.

Delta High School

This Visiting Committee recommends that Delta High School be recognized as a California Model Continuation High School. The school has effective site leadership that has a collaborative style to motivate staff, positive District support, a clear vision for the needs of the student body, high academic expectations, and a caring and supportive learning environment where students can and do thrive. The committee was able to verify all components that were in the application to be in place. All curriculum is standards-aligned and the teachers use a variety of approaches to appeal to both ready and reluctant learners.

In addition, the school has very strong social/emotional learning components in place. A full-time academic counselor, a Crisis Intervention Consultant and school psychologist, provide the students with Tier 3 interventions, as the caring and committed teachers show care and compassion daily through restorative practices and positive relationships to provide Tier 1 and Tier 2 support throughout the day. Students articulated repeatedly that they feel safe at school, and that the school feels like a family. There are mental health groups they can participate in as needed, and they can receive one-on-one counseling. Students are encouraged to participate in student leadership opportunities, as well as to engage in periodic school-wide activities such as Spirit Week which builds a sense of community. The school overall can be described as having a highly therapeutic environment. The administration and staff are to be commended on their professional collaboration and positive influence on the school climate at Delta High School.

The parents/guardians that the Committee spoke with reported that the staff shows care for their child and communicates both concerns and positive progress regarding their children by emailing or calling the parent. Newsletters keep parents informed of the events and happenings at Delta, and regular communication goes home in the parents' home language. There is a lot of support from parents to help spread the word that Delta High School is a good school.

Desert Oasis High School

Desert Oasis is a California Continuation Model School. As the name implies, it provides a pleasant contrast to what many students and families experienced in previous settings. The school provides a smaller learning environment with highly individualized support. Most students join Desert Oasis because they are in need of credit recovery. There is a unifying vision and a commitment to student success.

As students arrive, they are assigned an advisory period. During advisory, the students work with the teacher to track their credit earning and grades. This allows students to be an active participant in their own education. It also creates a small cohort of students to work together, build on each other's successes, and form friendships. The school wide curricular framework is supported through using essential AVID strategies such as focused note taking and questioning. Classrooms across campus are using the same framework, which allows for greater.

Class sizes are small, and students receive individualized support. The staff participates in district professional development so they can continue to develop their instructional strategies. The staff endeavor to dive further into the curriculum by asking students probing questions. The staff pushes students academically, while providing scaffolded support. Students have the opportunity to participate in Mock Trials held at the courthouse. There are ELD supports in place to bolster and celebrate biliteracy.

The students, staff, and families described the school as safe, calm, and peaceful. The students also spoke to their sense of hope and Panther PRIDE. There is clearly the

presence of a team of caring adults who want to understand each student as an individual in order to support their socio-emotional well-being coupled with their academics. Students are celebrated through Student of the Month awards. Families shared that student and teacher relationships appeared symbiotic and reciprocal.

The school participates in a community mentoring program. Many of the mentors are from local law enforcement. During the mentoring the students and mentors participate in facilitated team-building. The mentors reiterated they are not there to judge, but yet to serve as advocates for the students in an effort to build their self-esteem. The mentors recognize this as a critical stage in the student's development. With their robust presence, it also helps the students to see law enforcement in a different light. The school has an ROP Career Specialist who also supports Social Emotional Learning.

Desert Oasis is certainly a model of what can be done with a team of caring adults committed to student well-being.

Frontier High School

This Visiting Committee recommends that Frontier High School be recognized as a California Model Continuation High School. The school has effective site leadership that has a collaborative style to motivate staff, positive District support, a clear vision for the needs of the student body, high academic expectations, and a caring and supportive learning environment where students can and do thrive. The committee was able to verify all components that were in the application to be in place.

One of Frontier's greatest assets is their ability to create and maintain a warm, inviting climate and positive school culture. Parents that the Committee spoke with were pleased across the board with the education that their students were receiving, and reported that school to home communication was very good. Students reported across the board that they love attending Frontier and it has also surpassed their expectations of being a high-quality school experience. Many reported having preconceived notions about what Frontier was like, so they were expecting it to be less challenging. They report, in actuality it is the opposite. They feel more accountable to do high quality work because their teachers expect it of them and they feel valued as individuals.

Frontier has the same graduation requirements as the traditional high schools in the District, with 220 credits. In addition, the curriculum is standards-aligned with the comprehensive sites, CCSS, and NGSS. There is the added challenge of serving students at different grade levels within the same classroom, and the teachers show exemplary practices in differentiating their instruction to meet both diverse grade and ability levels. The Visiting Committee witnessed exemplary practices of student collaboration (direct instruction, Think Pair Share, small group work and other strategies) that serve to break down learning tasks into fun and manageable pieces.

Teachers also practice Trauma Informed teaching strategies to increase the social-emotional learning of both students and adults. Students report that they find the

curriculum at Frontier challenging, while also being accessible with the support that teachers provide. In particular, academic rigor was noted in History and two English classrooms. Most teachers are asking critical thinking questions at deeper levels of the Depth of Knowledge continuum as opposed to just having students recall facts or dates. Frontier HS also has a huge network of community partnerships that provide additional counseling and guidance outside normal school hours. Organizations such as Spirit Awakening Foundation, Rio Hondo Job Center and Dream It Be It provide FHS students with resources such as financial literacy, resume building, career exploration and college dual enrollment. One of Frontier HS goals is to assist students to move forward in their life/career goals while still enrolled in high school. FHS takes pride in connecting students to their community.

George and Evelyn Stein Continuation High School

"Hope Rises," this was the opening message during our video tour of George and Evelyn Stein Continuation High School. It was evident through all of our interactions with staff, students, families, and community members that this message holds true. All who are involved with students at Stein HS take the individual students where they are at and create a plan for success based on a student's individual needs and goals and fostered with the belief that all students can achieve.

Mrs. Traci Mitchell is in her second year as principal at SHS. She comes with experience from working with the Community Day School and the comprehensive schools in the district. With her experience as a counselor she has worked closely with SHS over the past years. Mrs. Mitchell is the only administrator on campus and leads a staff of a counselor, two administrative designees, eleven teachers and seven support staff. Mrs. Mitchell puts trust in her teachers and supports their ideas. This strong staff comes together as a team to offer the students of SHS Hope and a second chance.

Students are referred to SHS on a monthly basis. Upon arrival students complete an orientation meeting with the counselor, Mrs. Ann Herrington. In this meeting the students learn about Stein HS. Mrs. Herrington also takes time to get to know the individual student and creates an individualized educational plan based on their needs. Students are then placed in academic classes and are assigned to an Academic Advisor that will work with them the entire time they are at SHS.

Academic Advisory began many years ago. It is still a part of Stein HS because the program is what students need. Advisory meets three times a week. During this time students work with their Teacher Advisor on developing a plan for graduation and post-graduation. Student progress is discussed and monitored during class time and at several staff meetings. Each Teacher Advisor reinforces their connection with their students through their consistent follow through and facilitation of weekly report cards. The weekly report card reassures students of their grad status and more. Weekly report cards are shared with students and sent home to keep the families involved in their child's educational journey. Teacher Advisors also contact the family about absences. Most importantly, lasting relationships are formed with the students and their families.

Students are finally able to feel that caring connection to school that many of them have needed.

Teachers support one another and receive support from the district. Time is allocated by the district to ensure that ALL teachers are provided with professional development and collaboration opportunities. Time is set aside on Wednesdays for department, interdisciplinary and PLC work time. Teachers all share a common first period prep that allows them time to work on lessons and share best practices. This time is valuable as teachers in passing will often have organic conversations about students and their struggles. These conversations often lead to strategies to help student's get back on track and succeed.

George & Evelyn Stein High School staff have student centered systems in place that build relational capacity and trust. Teachers look at the whole student, assess their needs and develop lessons to accommodate the individual student. These lessons reflect the same content standards and expectations as the other schools in the district, they are just presented at a flexible pace to meet the individual students' academic and learning needs.

The staff serves students individually, with students receiving individualized grad and career/college advisement. George & Evelyn Stein High School ensures that EVERY senior is college & career ready. Each senior is signed up for the online program, College Next, each student has access to the local community college visits and annual career efforts. The staff's ability to personalize academic and career/college plans has fostered strong, positive student-teacher relationships. Teachers commented that they are there because they care about their students. They want to help students develop skills while they are with them so that they can succeed when they leave them.

Community members and stake holders spoke highly of Stein HS staff and students. Stein HS students are active in their community through the Young Leaders in Action Program where they have helped in getting information about vaping, bullying, and online gambling to their peers. They have also helped in efforts to beautify the community through participating in the yearly Arbor Day events and clean ups. Students are also encouraged to participate in community service and helping local organizations collect sundry items.

They mentioned that teachers would regularly check in on them and that they genuinely cared about them and their success. Their child didn't feel intimidated by teachers or judged. They felt accepted for who they are, respected, and understood by all. Their differences didn't matter. Parent's felt connected to their child's educational experience with the weekly checks and communications from the parent liaison. They appreciate the personalized, individual connection their child feels from attending Stein HS.

The Student panel was the highlight. All of them felt a personal connection to Stein HS through Advisory and the caring respect they receive from teachers and staff. They felt that Advisory helps them stay on track, plan their classes, and supports them along their educational journey. They appreciate the safe place where they can talk about life

issues, be themselves, and create relationships with people who are about them and see their potential. Students appreciated the time and effort that goes into creating lessons that are individualized and specific to each student's needs and interests. They liked that they are able to have the flexibility to work at their own speed. If they had a bad day, they could take it slow. If they were motivated, they could do additional work. They all felt that they wouldn't be where they are today if it wasn't for the support from their teachers. When asked to describe Stein HS in one word they said, "amazing, outstanding, awesome, opportunity."

"Go for better!!!" and "Never settle for less!!!"

Green Valley High School

Green Valley High School is deserving of recognition as a California Continuation Model School Site. It is the visiting committee's pleasure to hear the staff, students, families, and administration echo the same sentiments during their site visit.

The students reported they were appreciative of the role of the school site in meeting them where they were at academically and socio-emotionally. Students shared teachers' help in any way they can and with whatever they need. They found their courses challenging, but recognize there is appropriate support to help them rise to the challenge. Students find the staff to be accommodating and caring. They feel the staff will.

Green Valley has extremely high spirit and morale. Their mantra is, "We make a difference." This creates hope and excitement! While some arrive credit deficient, they can excel and potentially graduate early through credit recovery. Many of the alumni come back to visit because of the impact Green Valley staff has made on them as individuals. The families report the school is flexible, caring, and supportive. They describe, what they characterize as, a transformation in their student. The students report they are successful through staff support coupled with their own tenacity.

The school has partnered with community support, including Kiwanis and the Mayor. The school site has a Key Club and Key Leader courses. There is tremendous support in the community to help the students find success. They want to create ownership for the students in their community. Students have participated in beautification projects across the district. There are local scholarships available to the site through these partnerships. These allies work to normalize the stigma of continuation schools, and normalize them which creates access to ownership in their communities. The School Resource Officer views students through a positive lens and truly partners with the school site he serves.

We would like to commend the staff in their ability to collaborate with families and community agencies. Stakeholders prioritize relationships which creates a comfortable atmosphere. Achievements are celebrated, by both the school community and

community partnerships. Green Valley staff has harnessed best instructional and relational practices to support those they serve.

John R. Wooden High School

During the initial entrance virtual visitation, the John R. Wooden High School (JRWHHS) administration and the staff were very warm and friendly. The site verification team observed evidence from the beginning that JRWHHS staff works hard every day to provide a high-quality educational culture and climate, supporting students' needs within their community. Although this visitation took place virtually, Laura Novak, the site principal, and her staff used technology to share a view of the facilities and unique classroom activities that are impressionable to students and visitors alike.

After visitations with all stakeholders, the abundant amount of evidence made it clear, the staff and administration at JRWHHS are student-centered, and that student success is their priority. Laura Novak, the site principal who has worked in this district for 15 years, has been at the helm at JRWHHS for six years. She has been successful in her goal to improve the culture of the school and the community-wide perception. She is achieving this goal through many avenues, especially with the help of devoted staff.

During the virtual site visit, the students had nothing but positive things to share about their JRWHHS experience. The majority of the comments made were that students felt a real sense of family at this school. Many students would say that their teachers are caring and willing to go above and beyond to help their students. The students were also very thankful to have such a fantastic, classified staff that supports them and gets everything handled. The parents and community members confirm this culture of learning and restorative justice practices. The JRWHHS staff is a PLC in action using a shared leadership model of school management

JRWHHS meets the varying needs of its student population. The staff shares the responsibility of decision-making to meet each student's specific needs to ensure their success. JRWHHS has a strong working relationship with the local community, business organizations, and parents.

The Los Angeles Unified School District (LAUSD) provides superior support both financially and through the JRWHHS staff and faculty's professional development. Teachers use project-based, interdisciplinary units that require students to research, collaborate, discuss, analyze, create, and evaluate. Students take Plant and Soil science and Agricultural and Soil Chemistry CTE to fulfill science A-G requirements. A multitude of community partnerships allows students on a campus of seven teachers to participate in positive life-changing activities and events, including Get Lit poetry, YWLA, Girls Build LA, SRLA, Off the Wall Graffiti, Generation Earth, Kindred Spirits Care Farm, One Generation, Collective Bargaining, Making Movies that Matter, Kaiser Permanente, and more.

John R. Wooden High School is highly recommended and meets the criteria for consideration as a Model Continuation High School for 2020-2021. The school is an invaluable educational resource to the City of Reseda, LAUSD, and surrounding communities.

La Cuesta Continuation High School

LCHS, founded in 1966, is the sole continuation high school in the Santa Barbara Unified School District (SBUSD) serving students from the cities of Santa Barbara and Goleta, as well as the unincorporated areas surrounding the two cities. During the 2019-2020 school year, LCHS was granted a 6-year WASC accreditation with no mid-cycle visit. Lauren Berlin, the site principal actively seeks to highly involve stakeholders in all aspects of school management.

During the initial entrance virtual visitation, the La Cuesta Continuation High School (LCHS) administration and the staff welcomed the site validation team with a professional yet family feeling atmosphere. The site verification team took note of the abundance of evidence throughout the virtual site validation visit. The culture of a Professional Learning Community (PLC) was present even through a virtual zoom meeting. The site validation team interviews with several stakeholder focus groups validated exemplary school management practices, rigorous curriculum standards alignment, innovative instructional strategies, and supportive guidance & counseling services, focused on providing a high-quality educational culture and climate, supporting students' needs within their community.

Although this visitation took place virtually, Lauren Berlin, the site principal, and her staff used technology to share a view of the facilities and unique educational settings about campus activities that are impressionable to students and visitors alike. There are a variety of ways in which staff provide input, both formally and informally. After visitations with all stakeholders, the abundant amount of evidence made it clear, the staff and administration at LCHS are student-centered, and that student success is their priority.

During the virtual site visit, the students had nothing but exemplary things to share about their LCHS experience. The majority of the comments made were that students felt a real sense of family, trust, respect, love and comfort at this school. Many students would say that their teachers are caring and willing to go above and beyond to help their students. The students were also very thankful to have such a fantastic, classified staff that supports them and gets everything handled. The parents and community members confirm this culture of learning and restorative justice practices. The LCHS staff is a PLC in action using a shared leadership model of school management.

LCHS meets the varying needs of its student population. The staff shares the responsibility of decision-making to meet each student's specific needs to ensure their success. LCHS has a strong working relationship with the local community, business organizations, and parents.

La Cuesta Continuation High School is highly recommended and meets the criteria for consideration as a Model Continuation High School for 2020-2021. The school is an invaluable educational resource to the Cities of Santa Barbara and Goleta, California and the surrounding communities.

La Vista High School

After spending many hours in virtual meetings, it is easy to see that La Vista High School has the highest level of concern for their students. It was noted by one teacher that many students come to LA Vista High School ashamed, that they feel like losers as they have gotten behind in their academic progress and are afraid that they will not be able to graduate from high school. However, because of the individual attention and careful concern each student receives these concerns dissipate and are replaced with academic success and even a sense of pride in La Vista High School and what it becomes to them. One of the Guardians present in our meetings runs a group home for refugees, several of whom are students at LA Vista High School, he pointed out that his students, as foreign refugees, look different because they are different, yet at La Vista High School those differences quickly become meaningless. Students are accepted in by teachers and staff and by their fellow students. The warm and welcoming environment at La Vista High School creates an environment of success, giving each students a beautiful opportunity and that La Vista High School does a great job at bridging the gaps. Other parental comments included how one student was very nervous about transferring to LA Vista High School, but this student quickly found that they were getting all the help needed and that there was always a supportive adult available. Another parental comment was that LA Vista High School does a great job at meeting students where they are at and providing what they need to be successful. One student commented on not only how supportive and helpful teachers are, but that they are genuinely joyful at seeing him succeed. Another student commented on how well teachers at La Vista High School communicate and express their concern. How grateful she was to be at La Vista High School, overcoming her anxieties and getting caught-up academically.

The stories from students, parents, teachers, and staff go on and on showing the love and care that happens on the La Vista High School campus. La Vista High School truly represents the best in what a Model Continuation High School should be! This is our strong recommendation that the Dept. of Education recognize this school as a Model Continuation High School.

Major General Raymond Murray High School

Major General Raymond Murray High School meets the criteria for consideration as a model school continuation high school. The focus groups interviewed during this virtual site visit, all said the same things - this school is welcoming, staff wants to see students graduate and succeed in life, and it feels like family. Building positive relationships with students and families starts at enrollment during the individual intake process. All staff

are committed to all students getting back on track academically. This is accomplished by the many social/emotional supports provided on site, or through off-campus referrals. The school creates an environment where students can be themselves and finally meet their educational goals. Staff meets them where they are and brings them to where they need to go. Students and parents were very complimentary about the school and its staff as being the first time they have felt connected to school and can be successful. Staff is very happy with the current administrator and they feel very supported. When asked to give one word to describe the school, "safe," "passionate," and "family" are words that were given. Attendance, graduation and discipline data support that MJ Murray High School should be a model continuation high school.

Mountain View High School

Mountain View High School meets the requirements to earn Model Continuation High School distinction. The desire to support students and build student capacity for success is at the core of every decision and program implemented. MVHS's greatest asset is the staff's intense desire to ensure every student succeeds and their passion for lifelong learning that builds a vast depth of knowledge and expertise of their content. This is harnessed to creatively address student needs and breakdown obstacles that prevent student success. Students enter MVHS defeated and without hope. Quickly, students realize attaining a promising future is within their grasp and they begin to diligently work to meet their weekly goals and graduate on time or ahead of schedule.

MVHS has programs and systems in place that are exemplars for other sites. Their successful model is evident through their graduation rate, which is approximately 90%. A better measure of success is not simply the diploma that these students hold, but what that diploma represents—a rigorous education and well-developed tools for college and career readiness. Students leave MVHS knowing that they did not cut any corners and have the skills to confidently navigate life's obstacles and attain success. The education they received at MVHS has given them a solid foundation that can be used to build their future, no matter their chosen path in life.

Olympic Continuation High School

"Believe in them until they can believe in themselves" This was the message of hope for success that we felt while visiting Olympic Continuation High School (OHS), the home of the student Olympians. OHS has a beautiful campus of around 30 classrooms and is the home of the largest Continuation High School in the Mt. Diablo Unified School District, one of the largest districts in California.

Having 4 years of continuity with the current administration, the OHS staff commented that their current administration, particularly their principal, is the most supportive admin team the campus has had over the last 15 years. OHS staff take pride in the positive, collaborative rapport that exists between staff and admin. OHS' principal is proud of their innovative spirit and use of data to create efficient, communicative systems

throughout their campus. Most importantly, it is evident that the administration is aware of their areas of growth, which are aligned with what our visiting team heard from all stakeholders, but more importantly, their principal has a clear vision. The future looks very bright for OHS.

OHS PRIDE: Prepared to Learn, Respect for Community, Integrity, Diversity, Encourage Others. The staff at OHS have worked hard to develop an effective program based on PSIS (Positive Behavior Intervention & Support) principles, to teach positive behavior to all their students. All staff come together to hold students accountable for the values of PRIDE. Students are offered incentives and are recognized when they are caught living up to these values in class and around campus.

OHS teachers offer their students a rigorous curriculum based on state adopted standards in each content area. Student engagement is a focus at OHS. Instructional rounds are regularly scheduled and facilitated on and off site. Teachers are provided with opportunities to learn from one another and from teachers throughout their school district. Teachers have high expectations of their students and offer high support. With the smaller class size and flexibility, they offer students a standards- based education, with an added personal touch in a safe environment.

Teachers use data to drive their instruction and design lessons that challenge their students. Many content area teachers offer project-based lessons that require the students to talk about their relationship with the subject matter. Most work is completed in class so students can concentrate and receive in-class support. Teachers also use data to determine a student's skill set, areas of strength, and areas of growth. They then design lessons and projects based on individualized student needs. This is evident in the portfolio that is created and turned in by all graduates.

The counselors at OHS provide students with individualized graduation plans, college advisement, opportunities to explore career paths and get involved with the community. Through their Service Learning, students are offered opportunities to learn from a machinist, a regional medical center and support local elementary schools. On site, students are provided volunteer opportunities to support their community via a bike shop and food bank, both of which are on site at OHS. OHS takes pride in not only supporting student's credit recovery, but as their parents stated, "they are preparing our students for life after high school with practical skills."

OHS Graduates Will: Speak up, Think Powerfully, Choose Their Own Path, Be Tech Friendly, and Take care of Themselves and Others. The staff at OHS and the programs they offer their students will give them the tools and skills to live up to each of these standards of excellence.

What's especially unique and special at OHS are the layers of mental health support on campus, with experts on their staff. Having a 6-classroom special education program on campus has been embraced by the OHS administration and they've found methods to integrate the programs, resources and students throughout the campus. OHS has 8 MFT's on staff who not only support the Alliance Program, but who also support

schoolwide efforts. Due to the collaborative culture the administration has fostered, the mental health team at OHS were the catalyst in initiating trauma informed staff/teacher training. Also, OHS has made strategic efforts to maximize their facility space to ensure that all students have a safe place when in need of mental health support.

Parents appreciated being included in the decision-making process of their child's educational plan. They felt informed and that communication from the school was a strong point, especially during this time of distance learning. They receive text messages, phone calls and emails that keep them up to date on their child's progress as well as what is happening at the school. In addition, parents were pleased with the changes they had seen in their child since attending OHS. Their children have grown to love school. They get up in the morning and want to learn. Parents attribute this to the caring staff and teachers at OHS. Parents mentioned that the staff at OHS focus on the well-being of each student. They believe that teachers want their students to do well and believe in their potential. They have strong and effective Mental Health support on campus to help with behavior and academics.

As in all Continuation high schools, the students are the heart of the school. They are why we do what we do. The students we met with felt that the teachers and staff of OHS genuinely care about their success and well-being. They all mentioned that they felt connected to school and their teachers and that they were able to thrive in the small school setting. They appreciated how their teachers checked up on them and asked them if they were having a good day. If they were not or just wanted to hang out and talk they knew that there would be a place they could go where there would be an individual who cared about them and was ready to listen. They felt supported in their academic classes and in preparing for their future. Even in the world of Distance Learning, they felt connected to their teachers and staff at OHS and knew where to go to seek help if they need it. Since they have been students at OHS they have grown to like school and look forward to coming to class. They feel safe at school and mentioned that all teachers are on top of things and interact with students. Because of this they can focus on completing their graduation requirements. When asked to describe their school in one word they said, "supportive, helpful, amazing, and caring."

Park West High School

Park West High School (PWHS) is the sole continuation high school and one of 41 high schools in the Pomona Unified School District (PUSD). In 2020, PWHS was granted a 6-year WASC accreditation with a one-day mid-cycle visit. Luis Rodriguez, the site principal proactively seeks to involve stakeholders in every aspect of school management. His exemplary leadership style has a focus on maintaining a safe and caring climate with an educational culture that serves the needs of every student attending PWHS.

During the initial entrance virtual visitation, the Park West High School (PWHS) administration and the staff welcomed the site validation team with stakeholders, including PUSD district personnel. This first meeting with the leadership team left little

doubt about the exemplary support structure for the village surrounding PWHS. The site verification team took note of the abundance of evidence throughout the virtual site validation visit. The culture of a Professional Learning Community (PLC) was present throughout the remote virtual meetings. The site validation team interviews with multiple stakeholders focus groups overwhelmingly validated exemplary school management practices, rigorous common core state standards implementation, curriculum standards alignment, innovative instructional strategies, and supportive guidance & counseling services. All efforts within the PWHS school community are focused on providing a high-quality educational culture and climate, supporting students' needs within their community.

Although this visitation took place virtually, Luis Rodriguez, the site principal, and his devoted staff used technology to share an overview of the facilities and unique educational settings about campus activities. Stakeholders shared a variety of ways in which they provide input, both formally and informally. After remote focus group interviews with all stakeholders, the abundant amount of evidence made it clear, the staff and administration at PWHS are student-centered, and that student success is their priority.

During the virtual site visit, the students had nothing but exemplary things to share about their PWHS experience. The majority of the comments made were that students felt a real sense of family, relationship building, mentorship, effective communications, challenging, trust, respect, love and safety at this school. Students emphasized that their teachers are caring and willing to go above and beyond to help their students. The students were also very thankful to have such a friendly and caring, classified staff that supports them and gets everything handled. The parents and community members confirm this culture of learning and restorative justice practices. PWHS has a strong working relationship with the local community, business organizations, and parents.

Park West High School is strongly recommended and meets the criteria for consideration as a Model Continuation High School for 2020-2021. The school is an invaluable educational resource to the Cities of Pomona, California, and the surrounding communities.

Raincross Continuation High School

Raincross Continuation High School meets the criteria necessary for Model Continuation High School recommendation. School management is deeply rooted in a collaborative decision-making process. Administration works closely with staff, students, parents and the community to implement and carry out initiatives that align with the school's mission statement and supports student success.

Raincross excels at relationship building and is intentional about creating and sustaining bonds between and among staff and students. These bonds are their foundation for addressing social- emotional health. Staff and administration at Raincross have a keen understanding that social- emotional health is an area in which many students struggle.

Due to their emphasis on this, students feel respected, cared for, and valued. Multiple layers of staff and programs are available to meet the needs of students. When faced with unique situations, staff comes together in extraordinary ways, going above and beyond helping students overcome life's obstacles.

The foundation outlined in Maslow's Hierarchy of Needs is addressed by the many layers of Raincross's supportive staff. Once students feel secure, they are able to achieve Bloom's Taxonomy of Learning Objectives. Fortunately, this was already a major basis of their model program prior to the pandemic and the trauma it has caused so many of today's youth. Raincross was already in a position to quickly convert their practices to an online model and ensure their students' emotional health needs were being met. Wellness Wednesdays were transitioned to a virtual platform to ensure continuity for students. Students report that they never go longer than a couple of hours until staff responds to a communication, and frequently staff responds within minutes.

Prior to distance learning, students gathered in their lounge, nicknamed "The Hangout." It functioned as a common area for students where they could relax on couches, socialize, play foosball, and have root beer floats. Raincross contracted with Paws to Share, a program that brought emotional support dogs on campus to support student emotional health. Both students and staff are looking forward to a time when this program can resume on campus. Raincross ensures that student successes are still celebrated in a virtual platform with announcements on their website and other community platforms. Rewards and certificates are mailed to students.

Raincross has a focus on rigorous curriculum. The Director of Alternative Education was formerly part of the California Department of Education in charge of implementing Common Core and brings his expertise and high standards to the Educational Options Center, of which Raincross is a significant program. Raincross staff knows that students must make up their deficits in order to access grade-level curriculum. This was identified as an area for growth by staff. As a result, Achieve3000 was paired with StudySyncELA as an intervention to increase achievement. This combination was well worth the investment. As shown through Lexile measurement data, students frequently demonstrate three years of Lexile growth while earning 10 ELA credits.

In summary, Raincross Continuation High School has earned its recommendation for Model Continuation High School because of its emphasis on meeting the social-emotional needs of students while providing a rigorous education. Students leave Raincross prepared to enter their choice of a college, military or career pathway. Additionally, students have the skills necessary to navigate life's obstacles to achieve success.

Rancho Del Mar High School

We found through our interviews and discussions that Rancho del Mar High School most assuredly has a welcoming nurturing environment, it is a small campus attached to the district office. Once you have engaged with the stakeholders, you see the true heart

of the school. Rancho is a place where all teachers and staff play an important role in the success of the students. The principals and staff work together to build a strong leadership team. RHS is a school where teachers, staff, students, and parents feel valued because they were chosen to work there, chosen to attend the school, or opted to attend the school and the District supports the plans they have for student success.

The stigma of being a "continuation" high school disappears within seconds of meeting staff, students, and stakeholders in this community. Staff values the students and they actively work towards helping the student as a whole. They strive to see "the light turn on" and are innovative and flexible in their delivery of state standards and site curriculum. While RHS mirrors the comprehensive schools both in curriculum and graduation requirements, they have branched out to reach as many students and their personal learning styles as possible. Students are celebrated for work completion and understanding by their teachers, counselor, support staff, and principals.

The District Superintendent expressed great pride and respect for the school and what they do for students and the community. In turn, the school personnel feels supported and their work with students validated. There is a shared leadership on campus, high expectations and rules are clearly set. The students and staff were asked to tell us what makes Rancho special and in all cases, they felt supported and had a positive overtone to all aspects of the site. Family and community were also mainstays of our discussions, the students especially mentioned feeling productive and more successful at Rancho.

It is with great pride that we recommend Rancho del Mar High School to be recognized as a Model Continuation High School for the 2021/2022 school year.

San Andreas High School (San Bernardino County)

This Visiting Committee recommends that San Andreas High School be recognized as a California Model Continuation High School. The school has effective site leadership that has a collaborative style which motivates faculty to build capacity and work collaboratively. SAHS has a clear vision for the needs of the student body, maintains high academic expectations, and a caring and supportive learning environment where students thrive. Parents and community members are very involved and speak highly of the school program and student success. The committee was able to verify all components that were in the application to be in place. San Andreas major highlights are listed below.

Relationships are at the heart of SAHS approach to student success

Teachers are recognized for the tremendous effort to value each student in their classroom. Trust is built among students and staff which allows for coaching students in making positive life choices beyond the school day.

Culture of High Expectations:

School leadership and teachers are fully aware of the need to make SAHS a 21st century learning facility. Teachers are focused on adding rigor to the curriculum. School academic counselors are providing awareness and college experiences.

Service Agencies and Community Based Organizations vested in SAHS students

San Andreas has numerous community-based organizations who are committed to impacting and inspiring youth to be more proactive in their own communities.

Curriculum and Instruction

San Andreas is focused on the acquisition of 21st century skills by its student population. SAHS is committed to the PLC process and establishes common instructional themes for each academic year. San Andreas work-based learning programs are a testament to the level commitment of administrators and teachers of high-quality education. Business and Hydroponic CTE courses provide excellent in classroom and out of classroom experiences.

San Andreas High School (Marin County)

San Andreas High School is a Continuation school in the Tamalpais Union High School District in Marin County. The school is located near Marin College and has a great relationship with the community. The surrounding neighborhoods are diverse and the school serves students from many areas of the district.

The school is led by Principal David Luongo. Mr. Luongo sets the tone as a welcoming leader and has high standards for the stakeholders of San Andreas. The staff, students, parents/guardians and community members all exhibit a sense of connectedness that makes the school a model for others.

San Andreas has done an excellent job adapting distance learning to what works best for students. The school has created a schedule that is very beneficial to student time management, organization, and attendance. San Andreas should be highly commended for their efforts in adapting Instructional Strategies.

The leadership and ownership of positive relationships really stands out with Mr. Luongo and the entire staff. Students and parents/guardians are well served by the amount of resources, attention, and help that is provided by the school. This creates an authentic feel of connection to the stakeholders as humans. Again, the focus from the school's point of view is one of service. Positive relationships are ensured by treating those they serve as important individually. Students that attend the school report a feeling of acceptance and they also note they felt welcomed from the first time they set foot on campus.

San Andreas has a unique partnership with Marin College. Students have access to higher learning and are encouraged to utilize local community resources. Parents also feel their students are well taken care of by the school staff. Again, the sense that

connectivity is evident as the students and parents feel they have everything they need from the school.

San Andreas is a Model Continuation School for those that seek a school site that creates positive relationships naturally by having a caring staff, available resources, and connection to services that make an individual feel whole.

Sierra High School

After hearing from the stakeholders at Sierra High School, we find that they are a welcoming, diversified, and understanding community. They exemplify what it means to be a team by supporting and encouraging each other to be the best they can be, at all levels of the school. Teachers empower students, students believe in and bolster the teachers as we go forward in this crisis. All of the staff members are strong advocates for students, and each member is a valuable asset to the cause.

The Principal and staff work together to build a community where students strive to be successful and become productive members of society. They have built a culture where all voices matter and where goal-planning is a focus. Each student feels like a valued member of the community and therefore strives to be successful. One student said - he felt no-stress about being successful after being at Sierra because people now listened and as a whole worked together to design a plan that was unique to him. Even the SRO said that as he is out in the community, Sierra was beginning to be envisioned as a place of true opportunity for some students in the community.

The staff work hard to make Sierra the third high school, not a 'continuation' high school but an 'alternate' high school for the community. They strive to be of high academic rigor and offer as many options as possible to meet the needs of their students. They spend just as much time attending to the social and emotional needs as the academic requirements and it is appreciated by the students, while they may not say it, it was evident in all of their comments. In every stakeholder meeting, the one constant was that Sierra High School was a valuable asset, a place of kindness and community that supports and champions all members of the society known as Sierra High School.

We are very proud to say we believe that Sierra High School should be recognized as a Model Continuation High School for the 2021/2022 school year.

Vail Continuation High School

The virtual meetings cannot fully replace the normal actual in person meetings we would typically have in this process. But the care and devotion of all involved at Vail High School could clearly be seen and felt, even through a computer screen. Parents made comments such as 'It's a beautiful school.', not the physical facilities, but what the school has meant to this parent's child. "At Vail High School, my student has made friends, he never had friends at his old school, he was bullied and ignored. Everybody

talks to everybody at Vail High School.” The comment that touched me the most may well have been, “All of the team is very caring, they treat students like human beings, human beings with problems and with potential.” This from a Mother who was initially concerned about sending her child to Vail, because of its negative portrayal by the staff at the traditional high school. This same parent stated that by the end of the orientation meeting, she knew that her son was going to be in the right place.

That Vail High school would care for her student and that he would get the help he needed to succeed.

Students at Vail High School made comments that compared their negative experiences at the various traditional high schools in the district with extremely positive experiences at Vail High School. Comments ranged from: “High expectations at Vail.” “Everyone is amazingly helpful and available!” “Vail is clean, the people are respectful and under control.” “Students respond to the environment and take responsibility at Vail.”

One of the goals of the Teachers and Staff is that all students feel that Vail High School is “my” school. The meetings with the students and parents exuded the feeling that they all want to be at Vail.

After many years and many Model Continuation high School visits Vail High School is the first school where not a single student wanted to return to their traditional site. They ALL want to graduate from Vail High School, and they are proud of their school.

It is for these and many other reasons that I can strongly recommend that Vail High School be recognized as a Model Continuation High School.

Valley View High School

Valley View High School is celebrated and recognized as a California Model Continuation High School. The school is described as a place of redemption. The students are connected to a team of caring adults. All staff have been trained in trauma-informed practices and created a common language which allows for a continuum of service across settings on campus. There is a unifying vision.

Students receive remediation upon their arrival. The staff work to teach students the skills that they may need, including helping them develop a growth mindset. Staff work to find the skills that are student strengths and build on them. The goal is to help students reframe their educational experiences and create success.

Upon arriving, students enter the Viking Academy for the first and last period of the day to become acculturated in the Viking Way. The students are taught how to monitor their credit earnings, a growth mindset, self-advocacy, time management, and how to pay bills. Classes change approximately every four and a half weeks which allows flexibility in scheduling. The staff members evaluate class structure, anchor standards, and instructional models to develop a framework the school operates within.

The school uses APEX, an online curriculum which they have modified into smaller modules. Each model was created by looking at the essential standards. For each unit completed with mastery, the student will earn one credit. These courses are college preparatory. Students receive individualized and personal attention. There is also a focus on wellness through a whole group wellness check and courses like yoga.

The site is fully supported by the district. They have leveraged county and local agencies to support students on campus by creating a hub of services. The district is committed to providing support programs to students. Housed on site include a teen parenting, foster/homeless, and probation liaison. Counseling services are available. Students are taken on Field Trips to locations such as the Museum of Tolerance. They partner with the Easter Seals and Head Start. They have created a CARE portal where they can list student needs and local religious organizations will provide assistance. They take the students out of survival mode and help them re engage in learning. Parents, students, community members, and staff all felt the school provided a welcoming environment and they felt they were partners in the school community. Their motto of "Every student, everyday, whatever it takes" exemplifies why Valley View is a model school.

Village Oaks High School

Village Oaks High School is a Continuation School for Lincoln Unified School District located in Stockton. The school is a larger site with 41 staff members serving on average 258 students. Village Oaks has a good working relationship with their comprehensive partner Lincoln High School. Village Oaks ensures its students are held to high academic standards while receiving the individualized attention they need.

The staff at Village Oaks take great pride in both academics and support. Content wise, the staff share responsibility for curriculum creation, subject matter, and education components in general. They take great pride in providing rigor and ensuring the students are receiving the best education possible. This is accomplished by first creating trust and positive relationships with the students by ensuring sincere support for them personally. Students express that they are well cared for and feel welcome at the school and in the classrooms. This feeling by the students leads to natural partnerships with the staff to ensure educational success.

Parents and students feel like Village Oaks is a positive place to be. They do not view it as a place of punishment or negative placement. Once there, the stakeholders see the site as a true alternative. Many students choose to remain at Village Oaks when other options are possible.

The site is also viewed positively by the community. Village Oaks has a partnership of serving the Stockton community while also having many services brought in to the school. It's truly a two way partnership and relationship with the community as a whole.

Overall, Village Oaks is a great example of a larger continuation school that feels small and supportive to its stakeholders. This is accomplished by creating caring relationships and an intentional focus on the individual's success.

Whitcomb Continuation High School

Whitcomb Continuation High School (WHS) is nestled in the community of Glendora, CA. WHS is the home of the Wildcats and is led by their dynamic principal, Mr. Ron Letourneau. Mr. Letourneau has been at WHS for 8 years and came to them with 38 years of educational experience. Mr. Letourneau has an amazing counselor and office staff that help keep things moving and on track. Along with this energetic administration and support staff, come a team of 10 strong and dedicated teachers, including 2 ROP staff and 7 classified staff. Mr. Letourneau will jump into the trenches with his team. This cohesive team has one goal in mind, to raise self-esteem by connecting with and meeting the social and academic needs of each and every student that comes through their doors.

Students are transferred to WHS on a monthly basis through the APC process. No students are transferred for discipline issues. They are at Whitcomb to work on credit recovery and graduate on time. The principal and counselor meet with each student and their family upon arrival. Mr. Letourneau And Mrs. Ayers make sure that each student and family feels welcome and comfortable. They believe that the educational journey of students includes the school, the student and the family/guardians. The magic at WHS begins with the initial intake meeting, which is just the beginning of a strong and lasting relationship built on trust and caring.

WHS' ability to build relational capacity with their student body begins with how their site is structured. WHS is a small school site, currently with no more than 70 students. They offer shortened periods, with teachers providing individualized attention and all the student work is completed within the bell-to-bell instructional day. WHS has a strong group of veteran teachers along with energy from newcomers that come together to form a team that is willing to help out, are all on the same page and have one goal in mind, to come together to support their students. This student-centered approach is evident at the end of each WHS staff meeting, where Mr. Letourneau facilitates discussions regarding student &/or staff issues.

Instructionally, teachers create lessons that are interesting to their students and challenge them to be creative and think outside the box. They realize that some students learn differently and advance at different rates so they offer flexibility in their teaching. The GUSD supports WHS teachers by hosting and facilitating districtwide professional development and best practice opportunities throughout an academic year.

Their parent support group is one the WHS is very proud of, and they should be. They have a very close relationship with the parents and guardians of their students. From the beginning they are on a first name basis with each other and Mr. Letourneau can always rely on their support. They are part of the decision-making process and support

the school in many ways. The strength of these relationships and commitment of the parents/guardians showed through during our parent/guardian focus group meeting. They mentioned that they appreciated the communication WHS had with them. They felt that they always knew what was happening at their child's school and with their academics. This group also was active in supporting their school and students through fundraising and participating in activities such as the school dances and Student Recognition Luncheon. All parents and guardians mentioned that they noticed a drastic change in their child since attending WHS and they attribute this growth to the fact the all staff accepts students as they are and all felt welcome and part of the Whitcomb family.

WHS thrives from the support they receive from the Glendora Unified School District and the surrounding community. If you attend an event at WHS you will also see many community members and city council members. The city is represented at WHS through organizations such as the local police and SRO, a PTSA which is made up of primarily community volunteers (15 members), health care organizations and local service organizations such as Kiwanis. The surrounding community see potential in the students at WHS and is in awe of what the students receive from teachers and staff. They believe that these students play an important role in the community of Glendora.

Furthermore, working partnerships with Citrus Community College and Mt. San Antonio College help WHS students prepare for career after high school. The Counselor, Mrs. Ayers, coordinates multiple times a year for students to meet with local colleges, trade school, apprenticeships, and the military so students are aware of their options. She also schedules a Career Day once a year, so students can learn about career options.

What was most important was that It was evident that teachers cared about their students. They get these kids and understand where they are coming from. They focus on relationships and have an open-door policy and take time to listen to their students. Students appreciated how the classes ran at WHS. They mentioned they were very social. That the teacher interacted with them during the entire lesson. They felt they had the opportunity to express themselves and their talents while learning and being challenged by their teachers to be the best they can be. In addition, students felt they received emotional support as well, especially during this time of distance learning.

When asked what WHS is doing really well and because of this they are doing well, they unanimously responded, student relationships and commitment from teachers. This talks a lot about the magic that is happening at WHS. The student panel that we met was a very special group of young individuals. Each and every one of them had nothing but praise for the teachers and staff at Whitcomb. They felt what they receive on a daily basis from WHS is much deeper than anything they can learn from a textbook. They feel validated. They feel they have found someone they can rely on. Someone that listens to what they have to say. They mentioned the that all the teachers are genuine, caring people that enjoy their job. One student said, "You know that one cool teacher you really like and will always remember? That is every teacher at Whitcomb."

In closing, when asked to describe your school in one word the students at Whitcomb HS said, "peaceful, nice, helpful (x3), hopeful, reassuring, caring, chill, reliable, and refreshing."

Program Summaries for Exemplary Programs Recognized in 2020



Abraxas Garden

Abraxas High School

In 2015, Abraxas High School created a school garden by transforming a tennis court into an outdoor lab. The garden project was built entirely by students in the Abraxas Construction, Agriculture and Aquaponics Classes. The garden was created to teach students about growing healthy food and giving back to the community. We started with traditional garden beds, then added aquaponics beds powered by an 8,000-gallon aquaponics pond filled with over 300 tilapia fish. We also have 25 fruit trees that are productive throughout the year. Over 150 diploma and transition students work in tandem, and we've donated over 7,000 pounds of fresh produce to needy families in our community.

Our garden is used as a learning hub for many other classes, including Construction Class, Leadership Class, Art Class, Economics Class, English Class, and our Transition students. The bulk of the work is done every day in the garden by the Agriculture and the Aquaponics Classes.

The garden requires a budget of about \$6,000 dollars yearly to keep us at our high level of production. The money to keep the garden project running comes from fundraisers, a fundraising Farmer's Market, donations, and grants.

We also support special student-driven projects. Last year, students wanted to plant sunflowers on the street-side of our garden; this fund paid for 120 sunflowers. A student project the prior year was a solar-powered vertical growing tower that runs 24 hours a day, 365 days a year. This project won the top award in our district showcase for technical innovation.

Success is measured not only by production, but through student interaction. Our diploma students come here with heavy personal issues and they all love the escape of working in the garden. Student confidence soars when they can lead tours to anyone who enters our garden and explain the seed-to-table process of both the aquaponics and traditional farming aspect of the project. They are truly proud of their hard work and learning.

In addition to student success, our garden has also been recognized nationally. The National Garden Club awarded the Abraxas High School Garden with the distinction as the Top High School Garden in both 2017 and 2018.

The original long-term vision of the garden was to create a space of pride in the community. Today, our vision has been realized. We wish for our Abraxas garden to continue to be the gold-standard for other high school gardens to emulate.

ACCESS (Academic Commitment Creates Empowered Successful Students)

Garfield High School

The development of Garfield High School's ACCESS (Academic Commitment Creates Empowered Successful Students) Program was led by Dr. David White in 2008. Dr. White and a few other teachers at GHS wanted to create change by successfully preparing students for college. Dr. White's first group consisted of eight students who enrolled in his math class at Garfield, in which he worked to prepare all eight to pass the entry level math exam at (SDCC) San Diego City College. This radical idea of having continuation students take and pass college entrance exams was met with resistance from the staff at Garfield. From their perspective, Garfield students were too fragile, and not ready for the stress of a college. Instead of working to convince staff of his ideas, Dr. White worked closely with students to support and encourage them. Of these eight students, seven successfully tested into college level math, and one into the highest-level remediation course, Math 96. One student in this group had previously failed algebra a staggering 13 times at her previous school. The staff, having seen hard data and evidence that Garfield students were capable of success in college, changed their attitude to one of support from that year forward. Eventually not only were students testing into college level math and English, but students also began to enroll in concurrent college courses while still in high school. After Dr. White retired the program has continued to thrive, and now serve an average of 45 students per quarter. Students can take ACCESS courses, a course taught by an ACCESS Site Team Teacher, during the day, and can enroll in one of three college courses: English 47A, Math 96, and Physical Science 100/101. English 47A and Math 96 are taught on campus by a professor from San Diego City College during the school day. Physical Science is taught on San Diego City College Campus in the evenings, and students share the classroom with adult students. All ACCESS students apply for the program, attend an orientation, and commit to one extra study period per week, per ACCESS course. ACCESS courses focus on the content as well as higher expectations for students with an additional focus on college and other post-secondary educational opportunities.

One of the most powerful impacts of the program has been the change in school culture. All students are now seen as potential college students in the eyes of staff, and staff recommend far more students for the ACCESS Program than apply. San Diego City College is a real partner to Garfield and is on our campus on a regular basis assisting students with FAFSA, registration, and hosts field trips to their campus. Most students now earn 44-credit diplomas instead of the 22-credit joint diploma. Students are able to now see Garfield as an opportunity for further education, instead of just a place to finish credits. The ACCESS program is funded via the 21st Century Grant, SDUSD, and SDCC District.

Art Program

Central Valley High School

Central Valley High School's (CVHS) Art program, now in its 8th year, is focused on providing the very best in academics so that our students will thrive academically. Focusing on college and career readiness, the art teacher follows a simple 5-part strategy focused on providing the best instruction in the classroom:

1. Maintain a college-going culture with high expectations and will require that our students master college and career readiness standards.
2. Utilize the best instructional practices in the classroom to optimize student learning.
3. Monitor student learning through frequent assessment and feedback so that student achievement constantly improves.
4. Provide strategic and swift intervention for struggling students.
5. Encourage strong parental support.

Students produce high quality work that is shown in art festivals and shows, including events such as the student Bakersfield College art show and the Color Festival in Shafter, California. Additionally, students are supported through the dual enrollment program through Bakersfield College. There are currently 56 students enrolled in the art program, or 57% of the population. The CVHS Pathway was developed by establishing Dual Enrollment courses with Bakersfield College. This allows students to receive both high school and college credit simultaneously. At CVHS, this Art pathway provides access to higher education opportunities in Arts and Media.

The CVHS art teacher is also a Professor at Bakersfield College, which enables students to acquire the knowledge and skills necessary to pursue their personal and professional goals from a professional. Currently, we offer one Bakersfield College course of ART B2 Drawing I – CE. In the future, we would plan to incorporate an ART B1 Art Appreciation – CE lecture course. Students who complete the dual enrollment course earn 5 elective credits at Central Valley and 3 units at Bakersfield College. The course fulfills the 5-unit requirement for educational planning and is CSU transferable. The CVHS Art pathway currently has 12 enrolled in the Early College Dual Enrollment Pathway.

Students are encouraged to explore post-secondary opportunities and have access to the Bakersfield College matriculation process established on the Central Valley campus. This includes the Bakersfield College assessment, early admissions, orientation, and counseling services. Students participate in field trips to Bakersfield College, California State University, Bakersfield, Career Exposition, and Job Fairs to explore career and post-secondary opportunities. Students engage with local business and community leaders through lessons and activities in their Business English courses. The Early College pathway has become instrumental to preparing our students for success in their respective career and post-secondary education. The Art program is supported through district funding and the school site budget.

Empowerment Course

Rose City High School

The ten-week Empowerment course is designed to orientate students to the school program and empower them to overcome obstacles and failures they may have experienced before transferring to Rose City. The class is co-taught by two teachers and includes many guest speakers and activities that address resiliency, brain development and trauma, growth mindset, changing negative attitudes, conflict resolution, substance abuse, and includes a mentorship component where students connect to community mentorship organizations. It is in its fourth year of implementation and is mandatory for all newly enrolled students to take their first quarter at Rose City. It was initially created for three purposes:

1. To help students establish immediate connections to staff and students at the school.
2. Address barriers and issues which may have contributed to academic failure.
3. Quickly identify students in need of additional support and/or services.

The need for this course came from an analysis of student records at Rose City. It was found that students attend an average of three high schools before transferring to RCHS. This transition can be difficult for students who experience anxiety, depression or have a hard time adjusting to change. Drop-out prevention research tells us that one of the highest risk factors that can lead to dropping out of school is when students transfer to another school. We also looked at the Healthy Kids Student Survey, where only 60% of students stated that they felt a strong connection to the the school at that time. Analysis gleaned from this data revealed that a higher graduate rate would result from increasing student connectivity to the school.

The teachers who teach this course are well known for establishing excellent rapport with students. They collaborate with many community agencies, including Day 1, STARS, Young and Healthy, PUSD social workers, Tournament of Roses, and Mentors for Life. Also, a significant amount of time is allotted to the academic counselor who works with students on setting short- and long-term goals for high school and beyond. Empowerment teachers heavily monitor grades and attendance during this time as well and make referrals for counseling and other interventions as necessary.

The result of this course is that students are reporting feeling much more connected to the school after taking it. In fact, during our WASC and Model Continuation School Visitations, the student focus groups report that the Empowerment class was their favorite class and that it instilled in them a positive message that they can be successful despite their previous failures. The Empowerment class at Rose City is a model program in the Pasadena Unified School District. Given that all the guest speakers in the Empowerment class are already partners with the school or are district employees, it cost no extra money to operate.

Entrepreneurship Concurrent Enrollment Classes

Maple High School

This program is a partnership between Maple High School and Allan Hancock Community College (2 years in the making) to bring concurrent enrollment to the continuation students at this site. This partnership has come about from building a relationship with the college and the hard work between the principal, counselor, and teacher to make it happen. Students enrolled in this program are able to start their college education in the familiar environment of their continuation high school.

Students in this program are writing business plans and are being assigned a mentor with whom they are able to discuss business ideas and receive feedback on their business plans. At the end of the class, students pitch their business idea to the mentors in a Shark Tank style presentation.

The first cohort of students started the program in February 2020 and will complete the course May 2020. There are 13 students in this cohort and will inspire future students that they are built to be college students as well.

Student outcomes include success in their first college. This is a huge opportunity as many of the students who graduate from Maple struggle with transportation to and from their first college course. This class being offered on campus shows students the level of success which they can achieve if they put their minds to this task. It ties into the school's AVID and CTE Business programs. Many students are enrolled in AVID to teach the essential organizational skills which help them be successful in the college course. Other students are also enrolled in the Exemplary program Maple Makers, a student-run business. With the combination of the college course and the Maple Makers program, students are able to learn to run a business through the student-run business and develop entrepreneurial skills to write a business plan for a business which they would like to develop.

Exhaustive Intervention

Ortega High School

OHS provides substantial layers of intervention to support the 400+ students and ensure that the site has "exhausted all options" of support to prevent a student from falling behind with their academic goals. Starting with a mandatory and personalized orientation process, where students are presented with their "Magic Number", the layers of intervention and support are presented and explained in detail. Student who struggle or fall behind are then caught in a web of support that starts with our automated notification system; notifying parents and students of absences, missing assignments, and when a student is in danger of failing a class. Additionally, three times a quarter, teachers at OHS complete a Academic Intervention Documentation (AID) form, notifying

administration of the current D/F grades, what interventions the teacher has done to support those students and make recommendations for follow up meeting for specific student who are most at-risk of failing. Students who are most at-risk of failing are then scheduled for an Academic Intervention Meeting (AIM), information is collected from every teacher by the school counselor and a parent meeting is held to determine what further supports are needed.

Students who need additional support beyond the regular school day are then placed in an Additional Support Period after school, Mondays – Thursdays, where they can get 1:1 support, access to technology and opportunities to catch up on late and missing work.

Lastly, students who come to OHS and need more classes than the regular master schedule can give them are able to access courses through our robust credit-recovery program, offering students flexible scheduling, the opportunity to complete courses early, start another, and work on classes beyond the normal school day.

Since the intervention strategies were put in place at the start of the 2011-2018 school year, OHS has increased graduation rates by 18% (2019 graduation rate was 91%) and graduation rates for special education students increased to 100%. There is very little to no cost, since the program runs on the time, effort, and energy of the teachers.

Orientation Class

Frontier High School

FHS offers our staff the opportunity to support students who are often deemed hopeless. Our students are referred for credit deficiencies, behavioral issues, medical, &/or social/emotional reasons. Previously, new students experienced a high occurrence of student conflicts, both verbal and physical. In an effort to aid our new students with their transition to FHS, support their social/emotional development and decrease the percentage of student conflicts, we created our Orientation class.

This class is designed to provide students with the skills needed for a successful transition to FHS. New students at FHS are enrolled every 5 weeks in the Orientation class at no cost & earn up to 5 elective credits. Built within the curriculum, & with the support of the WUHSD Well Being staff, mental health screening occurs twice every quarter to assure that every student's mental health needs are met. The Orientation class explores character education, a connection to school and community, financial literacy, careers, and the life-long learning skills necessary for success. Also, a counseling component includes the development of a success plan that allows students to develop pathways for completion of high school.

The class began in 2014 and has had an immediate impact on our campus. Roughly 20 students (10 -12) are enrolled in a section and there are typically 2-3 sections offered each quarter. We enroll 120-160 students throughout an academic year in our Orientation class.

Prior to 2014, we averaged double digit suspension numbers for fights & defiance. Since 2015 our numbers have steadily dropped in all suspension areas. I am proud to state that since the 2018/19 school year, we have had only 5 suspensions for fights & defiance (2 fights & 3 defiance).

The professional members of the Whittier Chamber of Commerce & AJCC have described our students as "the best prepared students for job interviews that we've seen in a while". This feedback is a direct reflection of the character education and skill building that is taking place in the class. Additionally, since the start of this class, the number of "top producers" has increased. A "top producer" is a student who earns more than the minimum number of credits available during a 9-week quarter and recognized at an awards event. Prior to 2014 there were less than 50 students identified a quarter as a "top producer". Since 2014 this number has steadily increased, & in 2018/19 we had 90 plus identified "top producers". This data is correlated with our increase of "successful student" data. With the immediate monitoring of student success plans by our counselors within the Orientation classes, our support team has worked to impact the number of students who return and/or graduate. Today, our campus averages 40-50 seniors returning to their home school and 110-130 graduates, totaling over 150 "successful students". Prior to 2014, the data averaged less than 90 "successful students" annually.

Outdoor School & Character Development

New School Community Day School

"I like three things about the program. I like that we work together. We learn new stuff every day. And we work for the community."

- Maria Hernandez, New School Community Day School, Sophomore, commenting on the 2019 Fall Outdoor School & Character Development program.

Capitalizing on a vast network of community organizations and local resources, New School's Outdoor School & Character Development program, (OS&CD), takes Watsonville's most opportunity challenged students on sixteen field trips a year, eight in the Fall and eight in the Spring. The aim of these field trips is to develop students' character and prosocial behaviors while exposing them to their natural environment through experiential Service Learning Projects.

New School's OS&CD program meets the challenges of engaging our student population, of developing our students' prosocial skills, self-esteem, and resiliency and

addressing the vital need for our students to understand and act as stewards of our environment and our planet.

New School's pilot OS&CD program ran four weeks, from April 18 - May 9, 2017 and served one class of 15 students. The program expanded the next Fall to its' current whole school model, including the entire student body, (40 - 60 students), incorporating all four full-time teachers, accompanying curriculum across all disciplines and an itinerary of seven to eight field trips built around the Agriculture/Food Systems theme in the Fall and Watershed/Ocean Science in the Spring.

By the end of this Spring's OS&CD program New School students and staff will have completed over 1,000 hours of Community Service Learning Projects serving the City of Watsonville, our local slough systems and ecosystems surrounding our school.

The key cost components of New School's OS&CD program are:

- Growing Up Wild, Environmental Education camp - facilities and staff for both Kickoff Team Building Event and End-of-Program Celebration, (and student capstone reflections) - \$600 each day X 2 days Fall + 2 days Spring = \$2,400 per year
- Bus transportation to one of the eight field trips each program, or two times per year, is covered by our school budget if booked far enough in advance. (minimum three months in advance) Transportation for other program field trips are accommodated by arrangements with City of Watsonville's Environmental Science Workshop, New School staff vehicles and our one New School van.
- Incentive Field Trips are targeted at \$40 or less per student. Past examples include; The Koinonia Adventure Programs Cliffhanger ropes course and Outdoor Redwood Ops team building, laser tag adventure day which costs \$40 per student. Last Spring's trip to Alcatraz Island National Park, was \$38 per student.

These cost components have been off-set through each iteration of New School's OS&CD program by local grants and awards from Schools Plus, Watsonville Rotary and this year's Jacob Young Financial Services Innovative & Educational Enrichment Program Award.

PBIS Implementation

Central Valley High School

The mission of the CVHS' PBIS implementation is to encourage students to show respect, integrity, and motivation (RIM) both in school and out in the community. The PBIS program, which began in the fall of 2016, encourages and rewards students who display these values on a daily basis. This program equips students with values that will aide in their success in academics as well as their post-secondary ventures. The PBIS

program at CVHS is comprised of 2 main systems: The Multi-Tiered Systems of Support and the RIM program. Every student on campus receives this support.

The Multi-Tiered Systems of Support is our three tier system of behavioral supports and interventions. At a Tier 1 level, teachers handle behaviors by proactively teaching school wide expectations in the classroom. Tier 1 supports include but are not limited to: 1 on 1 student/teacher conferences, phone calls home to guardians, and referrals to On Campus Intervention through the site administrator. If Tier 1 supports are unable to correct student behavior, a referral to the Tier 2 team is made. These referrals can be made by teachers, parents, or students and they can be made online or in person. Tier 2 supports include but are not limited to: support groups with our Intervention Specialist, check-in check-out, daily progress reports turned in weekly to the Intervention Specialist, mentoring, and boys counsel. If Tier 2 supports are unable to correct student behavior, the Tier 2 team refers the student to Tier 3.

If Tier 2 supports are unable to correct student behavior, the Tier 2 team refers the student to Tier 3. Tier 3 supports are provided by our School Social worker and any support needed by outside agencies is also covered by the school district.

In addition to our Multi-Tiered Systems of Support, CVHS's RIM program focuses on Respect, Integrity, and Motivation. Monthly RIM lessons, accessed through Google Forms, teaches expectations in class to all students with lessons that are developed through team meetings and are derived from school climate survey, the California Healthy Kids survey, and student focus groups.

CVHS has a school wide reward system in place where the students earn RIM coins for displaying one of the 3 letters of RIM. These coins are tracked in an online system and students are able to use these coins to purchase school spirited gear with RIM in the design. The Kern High School District has allocated an annual \$5,000 to support this program.

Quest 4 Success

Tierra Del Sol High School

Quest 4 Success offers eligible 11th and 12th graders an opportunity to receive paid job training and work experience. Students attend an after-school class two days a week for six weeks. A credentialed instructor teaches the class and students earn up to 11 miscellaneous credits per semester. Students who successfully complete the course are placed in a local work-site for 15 hours a week for six weeks to receive job experience. Students are monitored for school attendance and academic progress throughout the duration of the program. Financial incentives (i.e. college enrollment, employment, and class completion, etc.), paid work experience, and supportive services are available to Quest 4 Success students to provide motivation to stay in school and earn a diploma. Tierra Del Sol is allocated 50 slots (25 per semester). Students may participate in one

or both semesters. Curriculum is designed to work either as a stand-alone semester course or as a yearlong experience.

Quest 4 Success began in 2007 funded through the Workforce Investment Act (federal US Department of Labor job training funding) and has since served approximately 200 Tierra Del Sol students since 2001. In 2015 with the implementation of the Workforce Innovation and Opportunity Act, federal funding to in-school youth programs was cut dramatically. KHSD, recognizing the value of this program, provided funding using LCAP (Local Control and Accountability Plan). The funding for this program pays for instructors, paid work experience (up to \$990 per student), and incentives (approximately \$500) at a cost of approximately \$28,000 (per school) per semester.

100% of Tierra Del Sol's students qualify for free or reduced lunch. Quest 4 Success is vital for our students and for our local community. Many local employers have held a negative opinion of continuation students but many of our students are offered employment by their Quest 4 Success employers upon completion.

Quest 4 Success allows students to earn money for themselves, and in many cases, their family. The job training this program provides not only benefits the student greatly, but it also helps the entire community as students are encouraged to rethink their post-secondary plans and local employers are able to hire trained, experienced employees.

Response-Ability Training Program (Orientation Program)

Valley High School

All students who enroll in Valley High School are required to take the Response-Ability Training Program course in order to help ensure their success. Throughout the course, students engage in a variety of collaborative experiences designed to communicate positive expectations, develop their interpersonal skills and behavior, and improve their ability to cope with change effectively and appropriately. The course provides a broad array of engaging, critical thinking tasks that require reading, writing, verbal communication, research, and publication as a means of preparing students for the rigor of the broader VHS academic program. All coursework takes place in a structured learning environment, which includes modeling, role-playing, performance feedback, and transfer-of-training exercises. A great emphasis is placed on ensuring students engage in enjoyable, uplifting activities designed to promote positive interpersonal relationships among peers as well as the instructor and other adults on campus. Expected outcomes include increased academic achievement as well as improved social-emotional well-being.

Restorative Practices

Buena Vista High School

Tell us your story . . . With these 4 simple words our journey with Restorative Practices begins. Restorative Practices is not a program to be implemented, rather it's the way we do things, it's the way we talk with one another, it's the way we treat one another. Restorative Practices is about taking the time to provide students and their families with an individualized approach to their academic, social, and emotional needs.

Serving over 250 students, Restorative Practices centers us on learning from the past and building for the future. It provides students and families with voice and empowers them to take control of their futures. Teachers use the daily Advisory period to build community through Restorative Practices, counselors, administrators, our Social Worker, and school staff use Restorative Practices in their daily interactions with the school community. Our aim is to build community, resolve conflict, and repair any damage done to our relationships, all with the goal of learning from our past and of preparing our students for college and career.

We began our journey towards becoming a Restorative Community in the Fall of 2016 by sending a counselor and a teacher to Trainer of Trainers conferences. Upon completion of their training, they began to provide the training to the school staff. In the Fall of 2018, we added a Social Worker to our staff and had this person become a certified trainer as well. It costs \$2,500.00 per person for the series of conferences.

Shery Intervention Program

Kurt T Shery High School

Shery High Intervention is a multi-dimensional program that encompasses student accountability and growth. The program's purpose is to provide support to students and staff to ensure student academic, behavioral and social success. Because every enrolled student is involved in the program, it allows for the implementation of multi-tiered, school-wide interventions. The program's inception in 2015 arose from our school's desire and goal to address the diversity of students' needs in our unique population. Attendance and punctuality are fundamental values we encourage and promote in our students. A few ways we address attendance needs are with student and parent meetings, personal contracts with positive reinforcements and Perfect Attendance awards. Intervention established a multi-tiered program that facilitates student accountability and staff guidance in each student's progress toward graduation. Our program includes year-round Academic Planning, monthly credit checks, quarterly academic meetings and individualized tutoring.

The program continues to identify the needs of our students and their families through different avenues of communication, such as questionnaires, email blasts, award

luncheons and student success assemblies. We connect families to community resources as needed. We connect families to community resources as needed. We also encourage school and community connections through Parent Nights and volunteer opportunities. Preparing our students for post-secondary and career opportunities is also a priority of the program. Students identify post high school goals and Intervention provides guidance on how to achieve them. Our services include working with our counseling office to provide career seminars, facilitating El Camino College seminars on campus, and providing assistance in job searching, interview preparation and resume writing. This complex program requires an extensive amount of hours put in by a highly collaborative team. Therefore, two extra sections are allocated each year. In addition to time specifically set for Intervention services, monies are set for incentives for positive behaviors and student successes, family functions and community outreach and resources. Approximately \$23,000 is apportioned for the program yearly. Intervention has become an integral element in the school's mission in providing an exceptional educational program that encourages personal and academic success. The graduation rates have increased each year in the past five years. Ninety percent of student-identified academic goals have been met in the past two years. Graduation surveys have depicted student satisfaction with the program. However, the real results are found on campus. Intervention has contributed to the building of a more caring culture in which students learn to trust in the school system and in themselves and more importantly, internalize the importance of education again.

Tierra Del Sol Yearbook

Tierra Del Sol High School

Tierra Del Sol opened in the Fall of 2011, and from the very beginning, TDS' Art Teacher, Nancy Frazier, has produced the TDS yearbook. the Yearbook is a collaboration with Nancy's Yearbook and Art students. Nancy and her students capture student life at TDS, and they turn it into a professional quality Yearbook. At every TDS event, Nancy or her students can be seen walking around with their cameras taking pictures of TDS' students and staff. Nancy has gotten the cost down on the production of the Yearbook, so she is able to offer it to graduates for as little as \$10. Students love buying them at the end of each year. December grads come back in May to make sure that they get their books and they go around campus to get them signed by their friends, Staff, and teachers. The TDS yearbook is a labor of love for Mrs. Frazier, and it is a real joy to TDS students!

Program Summaries for Exemplary Programs Recognized in 2021



Activity and Athletic Program

Tierra Del Sol High School

The Mission of Tierra Del Sol High School is to provide personalized instruction and support in an alternative setting. We achieve this bringing educational experiences to students that are unique to the continuation school environment. Students enjoy a variety of spirit weeks, lunch-time activities, guest speakers, college visits, cultural and academic trips, on campus fairs-such as health and career, academic awards, teacher awards, Winter Formal and Prom dances, college and military testing, senior celebrations such as trips and awards, student of the months and semesters awards, members of Kern County Student Leadership clubs and 10 different sports. We have been able to positively support our students by integrating a plethora of ZOOM activities this year, as well. With ZOOM Hang-outs, holiday celebrations, Business speakers, student conferences-we have taken our students out of the city and into exciting environments all over the world. These experiences help raise attendance, academic levels and graduation rates.

TDS's Activity program began with the institution of the school in the fall 2011, but has really been in full swing since winter of 2017. Having a shared philosophy, Site Admin Mr Dutton and teacher Ms Eldridge, believe that participation in activities is one of the best ways to help students develop their individual personality, reduce stress and enhance social and academic skills. The Activity Program is based on serving students and promoting valuable lessons and skills for practical situations. Through the Aztec Activity Program, students learn self-discipline, teamwork, hard work, fair play and build self-confidence. Students come to school!

Tierra Del Sol has the capacity to service 330 students at one time, but because of the yearly roll-over and graduations, approximately 400-500 students have enjoyed the opportunity to participate each year.

Student outcomes, impacts and success are measured by the amount of students who choose to stay at TDS, rather than return to their home school. Most students even prefer to graduate from our school, instead of returning to their home school. In 2019-2020, TDS graduated 136 students, sent 15 back to graduate from their home school rolled 241 students over to the next year and helped 15 remain in school by utilizing programs at the KCSOS.

We work closely with our Site Admin in order to keep expenses at a low level. We have asked staff to assist with photography, music, decorations-any and all assistance in order to fulfill our activities. We have been very creative in working with what we have in order to ensure our students and staff have a wonderful, high school experience. Key component includes bussing in which most has been paid for by Site Admin and donations.

We are so proud of our Activity program at TDS and the TEAM effort that makes it such a success for students! Thank you so much for your time.

Project Based Distance Learning Program

New School Community Day School

New School Community Day School's Project Based Distance Learning program was developed through a 24-year partnership with the City of Watsonville's Environmental Science Workshop and expanded by the principles and strategies gained from a San Jose Tech Museum training this last December.

During the summer of 2020, the City of Watsonville's Environmental Science Workshop responded brilliantly to Coronavirus-19 quarantine orders by creating Science Workshop Tool Kits for elementary school age students stuck in their homes. The Science Workshop Tool Kits include pliers, glue guns, scissors, safe cardboard cutters, rulers and numbered sandwich bags with more specific materials for each project included in the printed instruction manuals.

Entering the Fall Quarter of the 2020/21 school year, New School, recognizing the restlessness and need for its particular student body to have more hands-on and engaging learning experiences through distance learning, partnered with the Science Workshop. New School students either came to the school office to pick up Science Workshop Tool Kits or had them delivered to their porch by a New School teacher. New School's science teacher, Russell Bryan Love, augmented the elementary-level projects in the Science Workshop Tool Kits with reflective, Google Form, assessments relating high school level, physical science principles and NGSS.

Student outcomes for this program are measured by engagement, recovered credits and student testimonials.

"I like that we work in our own groups and the breakout rooms are nice especially since everyone in my group turned their camera on. It really puts our minds to the test trying to figure out how we're going to do the projects and what we can use at home. I learned that not everything is as easy as it seems and that being creative and thinking things through can be really helpful." ~ Destiny Gomez-Terriquez, New School Community Day School, Junior

"I honestly feel like it's an amazing opportunity! Not a lot of schools are getting to do this and it's my first time doing hands-on science and I love it. Working in groups is a good idea because it brings us classmates together and it's always great to work as a team and have other members pitch in ideas! I've learned that science takes up a lot of creativity and you can never be too creative." ~ Jesus Anthony Godinez-Rios, New School Community Day School, Junior

"I learned that science can be hard but I know with teamwork anything is possible. Also, to expect the best, plan for the worst and prepare to be surprised!" ~ Lanette Tamayo-Covarrubias, New School Community Day School, Senior

"The projects are great because they allow us to work with our hands and actually work out problems that we can see in front of us. I also learned that it's not really about the end product so much as the process of getting there and what it takes." ~ Tristen Dean, New School Community Day School, Sophomore



2020 State Awards Honorees

Administrators of the Year

- Dr. Greg Cleave, Ortega High School
- Dr. Tracey Lozano, Vista Continuation High School
- Katherine Wallace, Maple High School
- Ken Swanson, Mountain View Alternative High School
- Lou Landaverde, Valley High School
- Tony Fabricius, Sunset High School

Classified Employee of the Year

- April Martin, Maple High School
- Cori Allen, Sunset High School
- Elbert Pettes, Orange Grove High School
- Elizabeth Sainz, Sierra High School
- Erika Gonzalez, Santana High School
- Juan Garcia, Renaissance High School
- Mat Buckley, Valley High School

Counselor or Support Person of the Year

- Adriana Bonilla, Valley High School
- Annette Campbell, Renaissance High School
- Candace Orozco, Santana High School
- Damien Randles, Fairvalley High School
- Kathleen Watson, Rose City High School
- Keegan Pittman, Olympic Continuation High School

SRO Officer of the Year

- Cesar Rivas, Santana High School
- Officer Jesse Castro, Glen View High School

Superintendent of the Year

- Terrence Davis, Glen View High School
- Trevor McDonald, Maple High School

Teacher of the Year

- Deborah Lin, Santana High School
- Kelly Troyna, Sunset High School
- Krista Serra, Mt Tallac High School
- Kristina Ballester, Ruben Salazar High School
- Michael McNeely, Rose City High School
- Monica Lee, Valley High School
- Rebecca Ingrahm, Maple High School
- Shawn Tracht, Delta High School
- Steve Clark, Ortega High School
- William Martin, Frontier High School
- Yuri Buechler, Olympic Continuation High School

Student Essay Contest Winners

1st Cailin Frost, Frontier High School

2nd Taylor Carmichael, Orangewood High School

3rd Jesus Arizmendi Quiroz, Valley High School

Student Art Contest Winners

1st Noe Barreto, Jamison High School

Tie 2nd Breyanaha Romero, Jamison High School

Tie 2nd Angel Guzman, Valley High School



2021 State Award Honorees

Administrators of the Year

- Cory Gregory, Valley High School
- Gregory Perez, Santana High School
- Mark Camilleri, South County Community School

Classified Employee of the Year

- David Henry, Major General Murray High School
- Monica Navarro, Valley High School
- Rodrigo Blanquel, Santana High School
- Tim Gilligan, Ridgway High School

Counselor or Support Person of the Year

- Marcos Huerta, Del Puerto High School
- Paulo Duran, Santana High School
- Tara Monzet, Valley High School

Superintendent of the Year

- Dr. Anne Staffieri, Escondido Union High School District
- Dr. Julie Mitchell, Rowland Unified School District

Teacher of the Year

- Catarina Garcia Kohnen, Valley High School
- Jina Iglesias, La Vista High School
- Maria Mauna, Santana High School
- Patricia Ogura, Hercules Middle/High School
- Steve Feldman, Santana High School

Student Essay Contest Winner

- Elena Avila, La Cuesta High School

MAKING A DIFFERENCE

One day a man was walking along the beach when he noticed a boy picking something up and gently throwing it into the ocean. Approaching the boy, he asked, "What are you doing?" The youth replied, "Throwing starfish back into the ocean. The surf is up and the tide is going out. If I don't throw them back, they'll die."

"Son," the man said, "don't you realize there are miles and miles of beach and thousands of starfish?"
"You can't make a difference!"

After listening politely, the boy bent down, picked up another starfish, and threw it back into the surf. Then, smiling at the man, he said.....
"I made a difference for that one."

-Loren Eiseley

