



# Continuation Education In the Era of LCFF / LCAP



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**LCFF**

Local Control Funding Formula



**LCAP**

Local Control Accountability Plan

Today we are going to discuss:

1. What is a Continuation High School?
2. Why Continuation High Schools need to be included in the Local Control Funding Formula?
3. How the Local Control Accountability Plan is going to keep districts accountable for Continuation High School performance data?
4. What can lead to improvements and success in Continuation Education?

1.

# What is a Continuation High School?

(The best kept secret in town)

**“Whoever had the idea that one person could take twenty or thirty or even ten continuation students and instruct them in the things they should know and make them like it must have been the champion day-dreamer of the age.”**

**“They [continuation students] represent the moron and the genius, the social misfit and the socially unfit, the rich man's misunderstood daughter and the poor man's understood son, together with the bewildered and groping foreign born.”**

**“I don't know of anyone in America who isn't represented, nor anyone in America capable of handling them as a single group.”**

**– G.G. Trout, 1937**

# Alternative Education Programs in California in 2005–06

Type of School	Students Served	Operating Agencies	Number of Schools	Official Enrollment (based on October data)	Enrollment Based on Accountability Data
Continuation High Schools	For students who are at least 16 years old and generally “undercredited” relative to their age group	School district	519	68,371	116,551
Community Day Schools	For students in grades K–12 who have been expelled from comprehensive schools for disciplinary reasons or are on probation and referred from the juvenile justice system	School district or county office of education	294	6,959 in district-run schools; 3,232 in county-run schools	18,455 in district-run schools; 11,857 in county-run schools
Community Schools	Serve same students as community day schools but can also provide independent study	County office of education	56	18,055	46,889

DATA: ADAPTED FROM *Alternative Education Options in California: A View from Counties and Districts*, McLAUGHLIN, ET AL., MARCH 2008

- **alternative high school diploma program**
- **for students who are sixteen years of age or older**
- **behind in credits and are at risk of not graduating**
- **need flexible schedule because of job outside of school**

- **family needs or other circumstances**
- **must spend at least 15 hours per week or 3 hours per day at school**
- **take required courses for graduation**
- **receive guidance and career counseling**
- **ind. study, job-placement services, and concurrent enrollment in community college**



## STATE POLICY – Supporting Equity

### 4. Higher Performing Schools Focused on Equity Issues

#### Lessons for State Policy

- Provide continuation students with the option of a state-supported full day of instruction [AB 570-Jones Sawyer]
- Examine demand/supply issues for alternative education
- Lower eligibility for CHS enrollment from 16 to 14 years of age, or 9<sup>th</sup> grade



35160. On and after January 1, 1976, the governing board of any school district may initiate and carry on any program, activity, or may otherwise act in any manner which is not in conflict with or inconsistent with, or preempted by, any law and which is not in conflict with the purposes for which school districts are established.

35160.1. (a) The Legislature finds and declares that school districts, county boards of education, and county superintendents of schools have diverse needs unique to their individual communities and programs. Moreover, in addressing their needs, common as well as unique, school districts, county boards of education, and county superintendents of schools should have the flexibility to create their own unique solutions.

(b) In enacting Section 35160, it is the intent of the Legislature to give school districts, county boards of education, and county superintendents of schools broad authority to carry on activities and programs, including the expenditure of funds for programs and activities which, in the determination of the governing board of the school district, the county board of education, or the county superintendent of schools are necessary or desirable in meeting their needs and are not inconsistent with the purposes for which the funds were appropriated. It is the intent of the Legislature that Section 35160 be liberally construed to effect this objective.

2.

Why Continuation High Schools need to be included in the Local Control Funding Formula?

To expand the number of “beating-the-odds” schools, the state needs to fund these schools according to a formula that realistically reflects the instructional and academic engagement challenges such schools face.

CHANGING PLACES, Edley Jr. and Ruiz de Velasco, University of California Press Berkeley, California, 2010



# LCEFF Allocation Formula

## Base Funding

Funds allocated by grade level spans, K-3, 4-6, 7-8, 9-12, plus add-on for K-3 & 9-12

All districts equal

## Supplemental

Additional 20% of base grant

- Unduplicated count: Low Income (LI), English Language Learners (EL) and Foster Youth (FY)

## Concentration

Additional 50% of base grant based on unduplicated count above 55% of district enrollment

## *Living and family arrangements*

- Continuation students surveyed on the California Healthy Kids Survey (CHKS) are three times more likely than students surveyed in comprehensive high schools to be in foster care or living with a relative other than a parent (11 percent versus 4 percent for eleventh-graders in the statewide survey)
- WestEd researchers found that all students in the CHKS sample who reported living in transitory arrangements (for example, in a shelter, on the street, in a car or van) were in a continuation school or in a community day school (for expelled students)

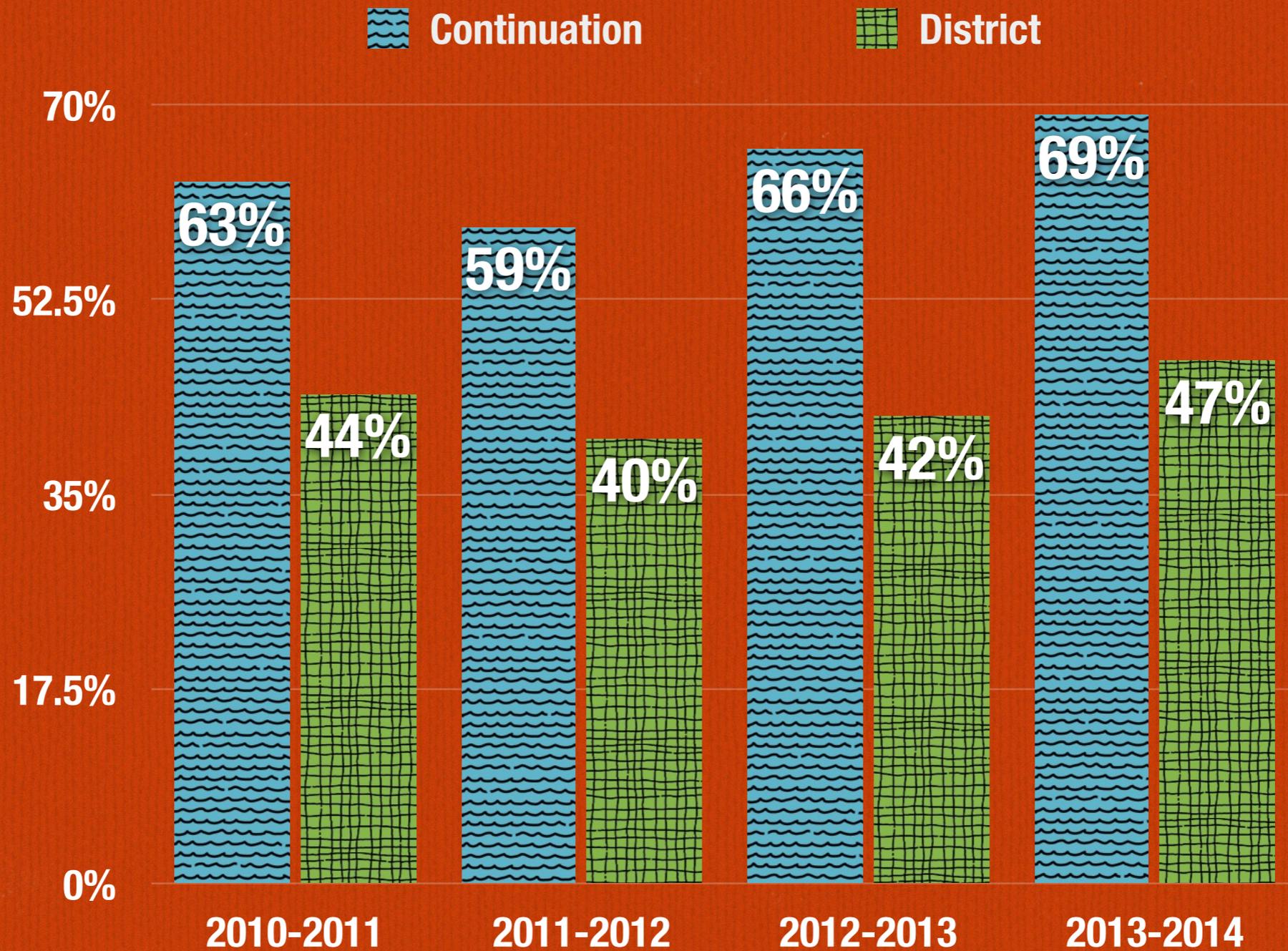
## *Student mobility*

- Compared with students in comprehensive schools, continuation students are more likely to move from school to school
- Increased mobility is often the result of changes in a student's foster home placements
- There is a link between family dislocation and student mobility
- Students in economically fragile or otherwise socially unstable home environments tend to move frequently as their parents or guardians seek jobs and affordable housing

## *English language learners*

- Students classified as English language learners (ELL) are overrepresented in continuation high schools
- Enrollment of English learners in the eleventh grade is 14% statewide but is about 21.3% in continuation schools statewide
- Undocumented status of many students' parents keeps their families moving as they seek seasonal work, often in informal job markets such as short-term domestic or itinerant labor

# Low Income, English Learners, Foster Youth



Corona-Norco Unified School District

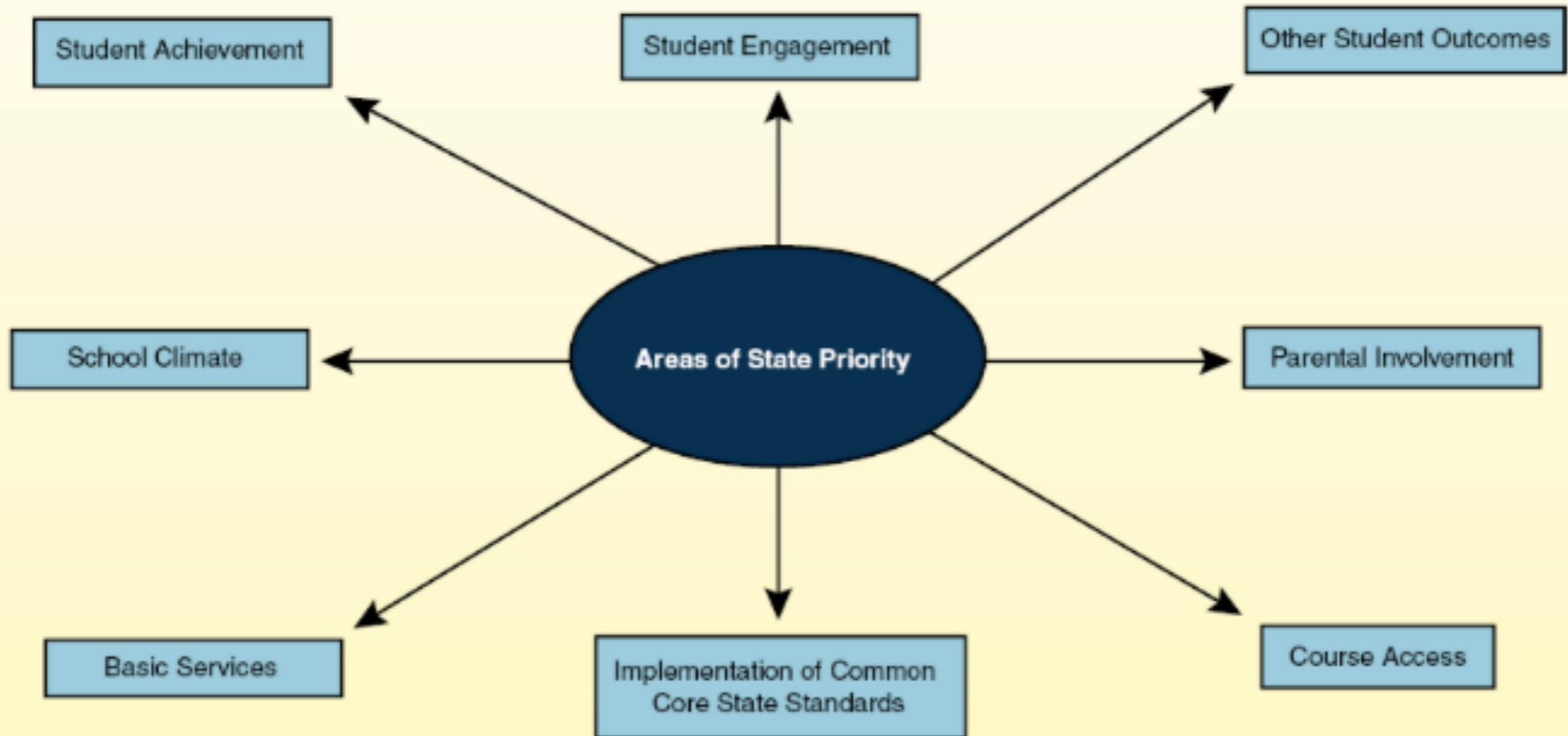
3.

How the Local Control Accountability Plan is going to keep districts accountable for Continuation High School performance data?

**There are eight areas for which school districts,  
with parent and community input, must  
establish goals and actions**



## Eight Areas of State Priority Must Be Addressed in LCAPs



LCAP = Local Control and Accountability Plan.

## Required Data for Each of Eight State Priority Areas

### Student Achievement

- Performance on standardized tests.
- Score on Academic Performance Index.
- Share of students that are college and career ready.
- Share of ELs that become English proficient.
- EL reclassification rate.
- Share of students that pass Advanced Placement exams with 3 or higher.
- Share of students determined prepared for college by the Early Assessment Program.

### Student Engagement

- School attendance rates.
- Chronic absenteeism rates.
- Middle school dropout rates.
- High school dropout rates.
- High school graduation rates.

### Other Student Outcomes

- Other indicators of student performance in required areas of study. May include performance on other exams.

### School Climate

- Student suspension rates.
- Student expulsion rates.
- Other local measures.

### Parental Involvement

- Efforts to seek parent input.
- Promotion of parental participation.

### Basic Services

- Rate of teacher misassignment.
- Student access to standards-aligned instructional materials.
- Facilities in good repair.

### Implementation of Common Core State Standards (CCSS)

- Implementation of CCSS for all students, including EL.

### Course Access

- Student access and enrollment in all required areas of study.

- Continuation high schools and the students they serve are largely invisible to most Californians
- state school authorities estimate that over 115,000 California high school students will pass through one of the state's 519 continuation high schools each year, either on their way to a diploma, or to dropping out of school altogether (Austin & Dixon, 2008)
- the size, scope and legislative design of the continuation high school program make clear that these schools are a cornerstone of the state's drop-out prevention strategy

- these schools of last resort may be the last schools ever attended by large numbers of California students because they are not getting the academic and support services they need to succeed
- the single common denominator is that most continuation students have reached age 16 lacking sufficient academic credits to remain on track to graduate with their age cohort
- data also reveal them to be a highly vulnerable population characterized by multiple risk behaviors and other nonacademic learning barriers

West Ed: Alternative Education Options: A Descriptive Study of California Continuation High Schools, 2008.

## Graduation Rate (CNUSD)

	<b>Graduation Rate</b>	<b>Graduation Rate w/o Continuation</b>
<b>2009-10</b>	<b>87.5%</b>	<b>79.6%</b>
<b>2010-11</b>	<b>88.6%</b>	<b>80.4%</b>
<b>2011-12</b>	<b>91%</b>	<b>83.7%</b>
<b>2012-13</b>	<b>91.9%</b>	<b>85.9%</b>

## Dropout Rate (CNUSD)

	Dropout Rate w/ Continuation	Dropout Rate w/o Continuation
<b>2009-10</b>	<b>7.4%</b>	<b>18%</b>
<b>2010-11</b>	<b>7.6%</b>	<b>18.2%</b>
<b>2011-12</b>	<b>5.1%</b>	<b>14.7%</b>
<b>2012-13</b>	<b>4.5%</b>	<b>13.3%</b>

4.

What can lead to improvements and success  
in Continuation Education?

## *What Contributed to the Change In Continuation Schools*

- School principals frequently reported that the 1999 application of universal state student performance and curriculum standards for all schools posed new challenges for continuation schools
- This spurred them to think more creatively about how they staff their schools and how they approach instruction

*School Districts Play a Critical Role in the  
Creation of Successful Continuation Schools*

- Hiring a principal who CARES!
- Providing the principal with discretion to hire a qualified and motivated staff
- Applying more rigorous standards to themselves and their faculties than those imposed by the state or district
- Imposing order on the school placement and intake process
- Implementing supportive policies that take the special needs of continuation schools into account, particularly in regard to how students are placed in the school and effective collaboration with external entities that provide needed supports for students as well as postsecondary pathways
- Using student performance data to guide change

# Structural Modifications

Altered Course Structure	Schools offered specialized coursework under general course titles (e.g., ‘math’ instead of separate algebra and geometry courses) or created interdisciplinary courses (e.g., combined English Language Arts and United States History block period).
Short-Term Modules	Teachers designed curriculum within the structure of short-term modules (or mini-units), in which the students receive grades and credits every three to six weeks. Teachers chunked content into these shorter units based on a teacher-defined set of learning objectives, often backward-mapped to the standards.
Performance-based credit recovery	An extension of competency-based education, course grade and/or coursework corresponds to the number of credits awarded. For a three-week period, a student might earn a third of a credit for a C, two-thirds of a credit for a B, or a full credit for an A. In some cases, grading was further tied to the quantity of work product submitted by the students based on a menu of assessment options (final essay, research presentation, multiple choice test, etc.).

# Curriculum Design

## Data-Driven Approach

Teachers and principals in our study administered pre-test assessments to identify gaps in student learning. At some sites, teachers described periodic data analysis meetings with the principal, during which they discussed student progress and created an intervention or re-teaching plans.

## Backward-Mapping to State Standards

Some successful schools engaged in careful backward-mapping of the standards in creating intensive content-infused units tailored to student background, ability, and needs. Often, teachers choose standards based on student benchmark assessments.

## Computer-based Programs

Schools utilized computer-based programs for four main purposes: (1) to assess and address gaps in student learning with highly differentiated, targeted instruction, (2) to allow students to take courses that could not otherwise be offered within the confines of a small school (including A-G requirement courses and sometimes Advanced Placement level courses) (3) to facilitate accelerated credit recovery by allowing students to complete additional hours and credits outside of the school day, and (4) to manage intake.

# Instructional Practices

Direct Instruction	Teachers and principals used this term to describe teacher-guided group discussion of a reading, lesson, or case-study. <i>(Note: Teachers were not referring to the highly-scripted style utilized in some direct instruction curricula, particularly as most curricula were teacher-modified or teacher-created.)</i>
Project-based Learning	Teachers engage students in inquiry-based projects focusing on solving a complex problem or question collaboratively. In continuation high schools, students often complete projects in coordination with Regional Occupational Programs (ROP) <sup>3</sup> or Career Technical Education (CTE). Some schools also drew on community partnerships to collaboratively design projects with real-world impact.
'No Homework' Policy	Notably, the schools that we visited did not issue homework assignments to students. At most, students were only expected to complete any extra-credit (independent study) or 'make-up' assignments outside of school.

## Socio-emotional Practices

Modified  
Disciplinary  
Approach

Teachers and principals set clear, consensus-based behavioral expectations, characterized as ‘tough love,’ but assumed a more lenient approach to relatively minor, compliance-based infractions.

Family Culture

As we conducted interviews and focus groups with principals, teachers, and students, we often heard the word “family” used to describe the schools. Students often cited strong relationships with teachers, academic counselors, and, where present, psychologists.

Advisory and  
Orientation

Capitalizing on the benefits of their small size, some continuation schools added orientation classes and daily advisement programs that emphasized study skills and motivation.

## 2014 Model Continuation Schools

- Alta Vista High School, 1575 Bonair Drive, Vista, CA 92084-3572, JoAnn Jones, Principal, 760-724-3775.
- Apollo High School, 1835 Cunningham Avenue, San Jose, CA 95122-1712, Yovi Murillo, Principal, 408-928-5400.
- Aurora High School, 641 Rockwood Avenue, Calexico, CA 92231-2700, John Moreno, Principal, 760-768-3940.
- Boynton High School, 901 Boynton Avenue, San Jose, CA 95117, Michael Madalinski, Principal, 408-626-3404.
- Broadway High School, 4825 Speak Lane, San Jose, CA 95118-3769, Stephanie Ogden, Principal, 408-535-6285.
- Buena Vista High School, 3717 Michelson Street, Lakewood, CA 90712, Jean Law, Principal, 562-602-8090.
- Coronado High School, 1500 East Francisquito Avenue, West Covina, CA 91791, Armando Marentes, Principal, 626-931-1810.
- Creekside High School, 24150 Hayes Avenue, Murrieta, CA 92562, Jared Rogers, Principal, 951-696-1409.
- Del Valle High School, 2253 Fifth Street, Livermore, CA 94550-4549, Darrel Avilla, Principal, 925-606-4709.
- Desert Valley High School, 104 West Magnolia Street, Brawley, CA 92227-1583, Antonio Munguia, Principal, 760-312-5100.
- El Camino High School, 14625 Keese Drive, Whittier, CA 90604, Darryl Brown, Principal, 562-944-0033.
- Fairvalley High School, 231 East Stephanie Drive, Covina, CA 91722, Dan Gribbon, Principal, 626-974-6420.
- Independence High School, 385 Pleasant Valley Road, Diamond Springs, CA 95619-1450, Alison Gennai, Principal, 530-622-7090.
- Jereann Bowman High School, 21508 Centre Pointe Parkway, Santa Clarita, CA 91350-2947, Robin Geissler, Principal, 661-253-4400.
- Lopez Continuation High School, 1055 Mesa View Drive, Arroyo Grande, CA 93420-3311, Charlissa Skinner, Principal, 805-474-3750.
- Major General Raymond Murray High School, 215 North Melrose Drive, Vista, CA 92083-5720, Chuck Hoover, Principal, 760-631-2502.
- Martin Luther King, Jr. High School, 635 B Street, Davis, CA 95616, Jeff Rogers, Principal, 530-757-5425.
- Oak View High School, 5701 Conifer Street, Oak Park, CA 91377-1072, Stewart McGugan, Principal, 818-735-3217.
- Olympic High School, 721 Ocean Park Boulevard, Santa Monica, CA 90405, Janie Yuguchi-Gates, Principal, 310-392-2494.
- Rancho Del Mar High School, 38 Crest Road West, Rolling Hills, CA 90274-5058, Rosemary Humphrey, Principal, 310-377-6691.
- Sierra High School, 11661 Donner Pass Road, Truckee, CA 96161-4951, Jane Loomis, Principal, 530-582-2640.
- Valley High School, 410 North Hidden Trails Road, Escondido, CA 92027, Sandra Uribe-Silverman, Principal, 760-291-2240.
- Valley Continuation High School, 6901 York Drive, Dublin, CA 94568-2100, Rinda Bartley, Principal, 925-829-4322.
- Vicente Martinez High School, 614 F Street, Martinez, CA 94553-3212, Carol Adams, Principal, 925-228-9232.

# Questions / Comments

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