

MODEL CONTINUATION HIGH SCHOOL RECOGNITION PROGRAM

2018–19
Model Continuation High School
Application



Application Due Date:

Tuesday, September 4, 2018

California Department of Education
Educational Options, Student Support, and American Indian
Education Office
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

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INTRODUCTION

The Model Continuation High School (MCHS) Recognition Program identifies and recognizes outstanding programs and creates a resource list of quality programs for school visitations. These schools provide comprehensive services to at-risk youth through the use of exemplary instructional strategies, flexible scheduling, and guidance and counseling services.

The MCHS Application packet includes instructions for completing the application, reference materials, and the forms to be submitted.

To be considered for the MCHS Recognition Program, an applicant **must**:

1. Ensure that the school meets the School Eligibility Criteria. (See page 2)
2. Complete the MCHS Application Intent to Submit Survey by **4 p.m. on June 29, 2018**.
3. Submit **one original** and **two copies** of the completed application to the California Department of Education (CDE) at the address provided below; applications must be received or delivered by **4 p.m. on September 4, 2018**.

Jacie Ragland, Education Programs Consultant
Educational Options, Student Support, and American Indian Education Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

Note: Faxed or e-mailed copies will not be accepted. The CDE encourages each applicant to submit the application using Certified Mail or Return Receipt Requested, so that the applicant will have proof of receipt of the application. Late submissions of the MCHS Application will result in disqualification from the reading process.

Timeline

May 15, 2018 Applications available to the field
June 29, 2018 Intent to Submit Survey to be completed
September 4, 2018..... Applications due
September 28, 2018..... Northern Applications reviewed and rated
September 21–22, 2018..... Southern Applications reviewed and rated
September 24, 2018–December 14, 2018 Site Validation Visits
December 15, 2018 District Audit Reports due
February 5, 2019..... Schools notified
April/May 2019 Awards ceremony

SCHOOL ELIGIBILITY CRITERIA

Schools that meet the following eligibility criteria are invited to apply:

1. The school is established as a “continuation high school” according to California *Education Code (EC)* sections 48430–48438.
2. The school’s average daily attendance (ADA) for Previous Year, Second Principal Apportionment (P2) is at least 75 percent. A school may request a waiver if the school does not meet the 75 percent P2 attendance eligibility, but the applicant feels the school should be recognized as a model school. (See page 7 for specific instructions regarding the waiver narrative.)
3. The school is accredited by the Western Association of Schools and Colleges (WASC).
4. The school’s WASC Visiting Committee Report verifies that the school has completed a full self-study, which typically involves a three and one-half day visit.

APPLICATION PREPARATION

1. Review the Application Instructions.
2. Review the reference materials (Appendix 1–4). **Do not** complete any of the forms included in this section. These materials are provided for information only and should not be submitted as part of your application packet. The Expectations for Site Validation Visits, Common Problems with Site Validation Visits, Sample Site Validation Visit Agenda, and the List of Current MCHSs provide additional information. The applicant school is encouraged to visit an MCHS to observe exemplary practices.
3. Complete the application forms and ensure that they are in the exact format as provided in the application, on 8½- by 11-inch white paper, and single sided.
4. Prepare the following Narrative Statements: Staff Statement, Student Statement, Parent/Guardian/Caregiver Statement, and Community Member Statement. Each statement must be on 8½- by 11-inch white paper, single sided, typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
5. Review the Application Evaluation Process
6. Complete the Application Checklist (Attachment J). Use the checklist to ensure that all of the required documents are in the application and compiled in the proper order. The checklist **must** be submitted with the application.

Application Assembly

The completed application is to be stapled or clipped in the upper left-hand corner. Pages are to be single-sided. Do not submit applications in binders, folders, notebooks, spiral bindings, or other covers. Each of the items listed below must be submitted for the application to be considered complete and must be assembled in the order listed below.

1. Application Cover Sheet (Attachment B)
2. School Information Sheet (Attachment C)
3. Waiver Request for 75 percent P2 attendance eligibility (If required)
4. Certification (Attachment D)
5. Glossary (Attachment E)
6. Narrative Statements: Attachment F, followed by the Staff Statement, Student Statement, Parent/Guardian/Caregiver Statement, and Community Member Statement
7. Program Effectiveness Statements (Attachment G)
8. Quality Indicators (Self-Evaluation) (Attachment H)
9. Waiver Request for Quality Indicator C3 (if required)
10. Exemplary Components Checklist (Attachment I)
11. Master Schedule
12. WASC Award Letter
13. Portfolio Criteria and Individual Learning Plans (Optional)
14. Video Overview of Your School (Optional)
15. Application Checklist (Attachment J)

Application Evaluation Process

Step 1: **Application Screening.** Each application will be screened by Educational Options, Student Support, and American Indian Education Office (EOSSAIEO) staff to determine if it meets the minimum eligibility criteria. EOSSAIEO staff **will not** notify applicants of application omissions and **will not** accept faxed or e-mailed additions to submitted applications. Applications that **do not meet** the minimum eligibility criteria **will be disqualified**.

Step 2: **Application Review.** Applications that pass the screening process performed by EOSSAIEO staff will be evaluated by trained field experts. Narrative Statements and Program Effectiveness Statements will be rated on the following three-point scoring rubric:

Ranking	Points	Description
Strong Case	3 points	All requested components are addressed, includes evidence and descriptions of exemplary practices
Good Case	2 points	Most requested components are addressed, but lacks evidence and descriptions of exemplary practices
Fair Case	1 point	Few components are addressed, lacks evidence and descriptions of exemplary practices

It is possible to receive a total score of 33 points—a maximum of 21 points for the narrative statements plus 12 points for the program effectiveness statements. Applications that receive a total score of 25 points or more will qualify for a Site Validation Visit. Applications that receive less than 25 points will be disqualified.

The WASC Award Letter will be reviewed to verify that the applicant school is currently accredited.

Step 3: **Site Validation Visit.** A review team will conduct a Site Validation Visit to applicant schools receiving a total score of 25 points or more. The purpose of the visit is to evaluate evidence that establishes the school as an MCHS.

During the Site Validation Visit, the review team will interview the principal, teachers, students, guidance and support staff, stakeholders, and others familiar with the school. The review team may select teachers and students at random for brief interviews on the day of the visit. They will ask the applicant school to present evidence that validates the implementation of each Quality Indicator. Based on the Site Validation Visit, the review team may recommend the applicant school for MCHS status to the CDE, where a final determination

will be made. The review team must share their recommendation with the principal prior to the end of the Site Validation Visit.

Step 4: District Audit Report Review. EOSSAIEO staff will review the applicant school's District Audit Report provided to the CDE's School Fiscal Services Division. The purpose of the review is to determine if there are any continuation education attendance audit findings associated with the applicant. CDE staff will also review the District Audit Report to establish if there are any internal control findings or any other notes that may raise doubt as to the quality of the applicant's program.

Pursuant to *EC* Section 41020(h),

“Not later than December 15, a report of each local educational agency audit for the preceding fiscal year shall be filed with the county superintendent of schools of the county in which the local educational agency is located, the department, and the Controller...”

Failure of a district to submit their audit report to the CDE's School Fiscal Services Division by December 15, 2018, will result in the applicant being considered ineligible for designation as a 2019 MCHS. It is up to the applicant to relay the importance of a timely submission to their school district.

Recommendations and Final Decisions

The site review teams make recommendations to the EOSSAIEO. Final determinations are made by the Division Director of the Coordinated Student Support Division.

Model Continuation High School Designation Period

Schools that are awarded model school designation for the 2018–19 MCHS application year will be for the period of April 2019 to March 2022. Model schools are encouraged to submit a new MCHS application in the 2020–21 MCHS application year to avoid a gap in model school designation status.

Obligations of Model Continuation High Schools

The MCHS Recognition Program is a partnership between the CDE and the California Continuation Education Association (CCEA). The CCEA expends a significant amount of funding each year for costs associated with the evaluation of applications and the completion of site visits to applicant schools.

All applicant schools that pass the screening process by EOSSAIEO staff will incur an assessment of \$500 from CCEA to cover the processing costs for review and evaluation of the applicant school's application.

The CCEA will provide critiques, application evaluations, and follow up technical assistance to schools whose applications score below 25 points and are disqualified. Technical assistance can be scheduled by contacting Scott Braden, Vice President, CCEA, by phone at 559-303-9154 or by e-mail at sbraden@portervilleschools.org.

MCHSs provide examples of promising practices in the field. Schools that are selected as MCHSs will be asked to offer Site Validation Visits, sample materials, telephone consultation, and training and/or virtual Web site links, if requested by schools and districts in need of technical assistance. Staff from schools selected as MCHSs will be asked to participate in MCHS Application reviews in the future, including application rating and Site Validation Visits to applicant schools.

Annual Assurance of Services

Schools selected as MCHSs agree to submit an Annual Assurance of Services Form (Attachment A) by June 30 for each of the second and third years of designation. The Annual Assurance of Services Form certifies that the school meets or exceeds the MCHS Recognition Program standards as described in the 2018–19 application. If the applicant school is selected as an MCHS in 2019, retain a copy of the form for your records. Complete the form and submit it on the following dates: **June 30, 2020**, and **June 30, 2021**. The original Annual Assurance of Services Form shall include **all** original signatures in **blue ink**.

Intent to Submit

Principals who intend to submit an application **must** complete the MCHS Application Intent to Submit Survey online at <https://surveys2.cde.ca.gov/go/modelcontinuation.asp> in order to be considered for model school status. The MCHS Application Intent to Submit Survey will close on **Friday, June 29, 2018, at 4:00 p.m.**

Please be sure that your school meets all of the eligibility requirements. Submitting the Intent to Submit Form does not obligate the principal to submit an application.

APPLICATION INSTRUCTIONS

Section 1: Application Cover Sheet

The Application Cover Sheet (Attachment B) shall include all original signatures **in blue ink**. Include the completed Application Cover Sheet as the first page of your application. Mailing instructions are provided at the bottom of the Application Cover Sheet.

Section 2: School Information Sheet

Complete all items on the School Information Sheet (Attachment C).

If the school does not meet the 75 percent P2 attendance eligibility, but the applicant feels the school should be recognized as a model school, a waiver may be requested.

Submit a statement that addresses the justification for the P2 attendance being below 75 percent and provide an attendance improvement plan of action with steps to bring the P2 attendance to a minimum of 75 percent. The statement is limited to one page and **must** be typewritten on 8½- by 11-inch white paper, using an 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.

Disqualification from Eligibility: Applications with a waiver request that exceeds the one page limit on 8½- by 11-inch white paper, do not use an 11 or 12-point Arial font, are not singled-spaced, do not use normal character spacing, and do not have one-inch margins will be disqualified.

Note: For Average Enrollment, P2 Apportionment and Percentage, enter the previous year's average enrollment and the previous year's P2. Average enrollment for the year is calculated by adding the total number of students enrolled for each month and dividing by 10. The previous year's P2 must be a minimum of 75 percent of the previous year's average enrollment in order to meet the minimum eligibility criteria (e.g., 100 students enrolled must equal at least 75 percent of P2 to qualify). This percentage is calculated by dividing the previous year's P2 by the previous year's average enrollment. Enter the percentage in the appropriate box.

Section 3: Glossary

Create a glossary for your application using Attachment E. Spell out any acronyms or initialisms used within the Narrative Statements (excluding the Student Statement, Parent/Guardian/Caregiver Statement, and Community Member Statement), the Program Effectiveness Statements, and the Quality Indicators (Self-Evaluation), e.g., Single Plan for Student Achievement (SPSA).

Note: This tool will assist the reviewer of your application since he and/or she may not be familiar with the programs, tests, etc., utilized at your school site. Use an additional sheet of paper, if necessary.

Section 4: Narrative Statements

Respond to each of the seven topics listed below. Use Attachment F to provide responses for the following Narrative Statements: School Profile, School Management, and the Way Credits Are Earned.

Include statements on separate pages for the remaining four Narrative Statements, Staff, Student, Parent/Guardian/Caregiver, and Community. Ensure that each Narrative

Statement focuses on specific qualities and innovative characteristics that make the applicant school an exemplary model. Each Narrative Statement is limited to one page and **must** be typewritten on 8½- by 11-inch white paper, using an 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins. Applicants may only use a smaller Arial font when inserting pie charts or graphs to present technical information not in a narrative nature.

Disqualification from Eligibility: Applications with Narrative Statements that exceed the one page limit on 8½- by 11-inch white paper, do not use an 11 or 12-point Arial font, are not single-spaced, do not use normal character spacing, and do not have one-inch margins will be disqualified.

1. **School Profile.** A school profile **must** describe the school, student demographics, community context, district support, instruction provided, special education services, accountability measures, and unique characteristics of the school that make it worthy of statewide recognition.
2. **School Management.** A school administrator's description of the elements of school management that are in place **must** include ways that staff, students, and stakeholders are involved, ways the school coordinates with the traditional high school and other alternative education programs, ways support is provided by the district; the functioning of Student Success Teams or similar committees, and the ways that students are referred to the school.
3. **The Way Credits Are Earned.** Describe all methods students may use to earn credits. Indicate the maximum number of credits that can be earned per quarter, semester, and year in the boxes provided. Describe the scoring rubrics for projects, essays, and other individual assignments. Describe the use of competency, mastery, in-class and out-of-class projects, homework, and length of each class period. State if all credits and partial credits are transferable to other schools in the district. Describe the instructional delivery system (e.g., directed teaching, project-based assignments, group projects, and other modalities).

If the number of credits to graduate from the continuation high school is less than the number required to graduate from the traditional high school in the district, explain the differences and the rationale for requiring fewer credits.

4. **Staff Statement.** One staff member **must** describe the characteristics that make the school exemplary. This statement must be from a non-managerial staff member. The name and title of the staff member who prepared the statement must be included.
5. **Student Statement.** One student **must** describe ways the school has helped him or her be successful, citing personal experiences (e.g., improved attendance, earning credits, gaining employment, and other examples). The student must be

enrolled at the school at the time the statement is written. The name and graduation year of the student who prepared the statement must be included.

6. **Parent/Guardian/Caregiver Statement.** One parent/guardian/caregiver **must** describe ways the school has helped his/her student(s) achieve their goals (e.g., improving school attendance, earning credits, goal setting, improved behavior, and other examples). The parent/guardian/caregiver who provides this statement must not be a member of the same family as the student who provides the Student Statement. The parent/guardian/caregiver must have a student currently enrolled at the school at the time the statement is written. The name of the parent/guardian/caregiver who prepared the statement must be included.
7. **Community Member Statement.** This statement must be placed on letterhead from his/her community organization and the community member's title must be included. It **must** be about the impact the school and its students have on the community. The community member making the statement must not be employed by the school district. This statement should not be about the "partnership" between the school and community member or what the community member does for the school. It must be about the impact the school and its students have on the community.

Section 5: Program Effectiveness Statements

Respond to each of the topics listed below. Use Attachment G to provide your responses. Ensure that each Program Effectiveness Statement is based on assessment practices and data that support the applicant school's claim to be an exemplary model. Each Program Effectiveness Statement is limited to one page and **must** be typewritten on 8½- by 11-inch white paper, singled-spaced, with normal character spacing.

Applicants may only use a smaller Arial font when inserting pie charts or graphs to present technical information not on a narrative nature. This additional information must be included **behind** the respective Program Effectiveness Statement.

Disqualification from Eligibility: Applications with Program Effectiveness Statements that exceed the one page limit on 8½- by 11-inch white paper, are not singled-spaced, and do not have normal character spacing will be disqualified.

Required Topics:

1. **School Evaluation of Effectiveness.** Describe how the school evaluates the effectiveness of its educational program through the accountability process. Describe what procedures are used to determine what is working and what needs to be improved (e.g., test results, student surveys, teacher feedback, and other examples).
2. **Student Assessment Results.** Describe Student Assessment Results from the 2017–18 school year and data the staff used to evaluate those results (e.g.,

California Standards Test [CST] results, California Modified Assessment [CMA] results, California Alternate Performance Assessment [CAPA] results, Smarter Balanced Summative Assessment results, English Language Proficiency Assessments for California [ELPAC] results, district results, and other sources). Discuss how staff uses these data to support instructional improvement.

3. **Use of Additional Data.** If staff has collected accountability data in addition to the data listed above, such as district or teacher-generated assessment measures, Armed Services Vocational Aptitude Battery (ASVAB), Preliminary Scholastic Achievement Test (PSAT), or other examples, describe how these data have been used to support continuous program improvement and effective instructional practices. Describe your use of formative data. If there are no additional data, describe how the school supports continuous program improvement and effective instructional practices.
4. **How Use of Data is Noteworthy.** Describe how the school's use of assessment and accountability data support is exemplary. Summarize the elements the school uses that have led to school improvement (e.g., data, instruction, curriculum, and other examples). Explain how the use of these data demonstrates exemplary practices that could be useful to other schools. Include a description of how your school is helping to close the Achievement Gap.

Note: The Achievement Gap is defined as the gap between test scores for African American and Hispanic students compared to test scores for white and Asian students. Cite evidence that your school performs above and beyond the performance of a normally effective continuation high school.

Section 6: Quality Indicators (Self-Evaluation)

Quality Indicators are used to describe critical program components that are implemented at the applicant school. All Quality Indicators must be "In Place" and currently implemented for the application to meet minimum eligibility criteria, with the exception of Quality Indicator C3. (See waiver instructions below.)

Review each indicator on Attachment H. For each indicator, mark the appropriate box. Briefly describe the evidence that substantiates the implementation of each Quality Indicator, using the "Evidence" section provided. If additional space is required, title each additional page "Quality Indicators" and clearly indicate the letter and number of each Quality Indicator.

The intent of Quality Indicator B-2 is to verify that students have access to courses that meet the University of California (UC) entrance requirements.

Quality Indicator C-3 is subject to evaluation by the review committee. If the applicant school's student-teacher ratio exceeds 15:1, based on the ADA enrollment average of 20:1, with 75 percent attendance, the applicant may submit a one-page typewritten explanation on 8½- by 11-inch white paper, using an 11 or 12-point Arial font, singled-

spaced, normal character spacing, with one-inch margins that describes how the school is exemplary and request that the 15:1 ratio be waived. The review committee will evaluate the waiver request and rate the application accordingly. If the school qualifies for a Site Validation Visit, the student-teacher ratio will be reviewed during the Site Validation Visit to determine if the school offers an exemplary program.

Disqualification from Eligibility: An application with any Quality Indicators “Not in Place,” with the exception of Quality Indicator C3, will be disqualified. A waiver request **must** be submitted if Quality Indicator C3 is “Not In Place.” An application that lacks evidence of implementation for one or more Quality Indicators will be disqualified.

Section 7: Exemplary Components Checklist

Complete the Exemplary Components Checklist (Attachment I). Check the appropriate box for each listed component.

Section 8: Master Schedule

Submit a copy of the most current Master Schedule. The school year and term **must** be listed on the top of the Master Schedule.

Section 9: Western Association of Schools and Colleges Visiting Committee Report

If selected for a Site Validation Visit, the applicant must prepare a digital copy of the WASC Visiting Committee Report and make it available to the review team on the day of the Site Validation Visit.

Section 10: Western Association of Schools and Colleges Award Letter

Only schools with a WASC Award Letter are eligible to apply. Submit a copy of the most recent WASC Award Letter that lists the dates for which the school is accredited. A certificate will **not** be accepted in lieu of the award letter.

Disqualification from Eligibility: Schools with Initial, Interim, Candidate status, or those that submit a certificate as verification of their WASC accreditation **do not meet** the criteria to apply for recognition as an MCHS and are ineligible.

Section 11: Portfolio Criteria and Individual Learning Plans (Optional)

If the applicant school uses a portfolio for student assessment or a senior project, the applicant has the option of providing the guidelines with the application. Do not provide a sample portfolio or project. Submit a copy of the Individual Learning Plans (ILPs) used

with students. Do not provide sample ILPs that contain student names or identifiers. If the applicant school does not use portfolios or ILPs, indicate this in the section.

Section 12: Video Overview of Your School (Optional)

The applicant school has the option of submitting a video overview of your school, or any aspect of your school, with the application. The video must not exceed five minutes in length and should be on a CD or DVD format. The video will not be rated as part of the application, but will only be reviewed for the purpose of gaining a fuller understanding of the applicant school. The applicant will not lose points, be rated lower, or be otherwise diminished if the applicant chooses not to submit a video.

Section 13: Application Checklist

Before submitting the application, the applicant is responsible for ensuring that the application package is complete and no pages or forms are missing. The CDE cannot add items to or remove items from the received application. Required information omitted from the application will disqualify an applicant. Inclusion of the Application Checklist (Attachment J) ensures the applicant's attention to requirements that might otherwise result in disqualification. The checklist **must** be submitted with the application.

Certification Form

Complete the Certification Form (Attachment D). The applicant school's District Superintendent/Designee must sign this form. The signature must be original and in **blue ink**.

Expectations for Site Validation Visits

The applicant school is responsible for showcasing the components that make it an MCHS. Remember that the emphasis is on what makes the school exemplary, rather than simply a good school. The following steps must be completed:

1. The applicant school must submit a Site Validation Visit agenda (See Appendix 3) to the site review team in advance of the visit.
2. The following activities are expected to take place during the Site Validation Visit:
 - a. Classroom visits to see all or a representative sample of the entire program. It is the school's responsibility to arrange classroom visits.
 - b. Meetings with administrators and staff members.
 - c. Meetings with stakeholder group(s).
 - d. Meetings with student focus group(s), individual students, and parent/guardian/caregiver focus group(s).
 - e. Opportunities to observe evidence or discuss all components of the self-nomination as an MCHS. This can occur through meetings with appropriate staff and observations of exemplary components and/or practices.
 - f. A meeting with site review team members before the exit interview to discuss tentative findings.
 - g. An exit interview that includes the following:
 - The site review team summarizes what they saw as exemplary components and cites areas of concern. The school staff will have the opportunity to ask clarifying questions and respond to any concerns.
 - The site review team offers positive recommendations and gives indications of exemplary practices that were observed.
 - The site review team informs the principal if it is not recommending the school as an MCHS. The team must identify specific areas that failed to meet model school standards. The team should offer the school technical assistance or provide a referral for technical assistance.
 - The site review team may inform the principal if it recommends that the school be designated as an MCHS. However, the site review team must make it absolutely clear that the final decision will be made by the CDE.

Common Problems with Site Validation Visits

The following are common problems that may occur during the Site Validation Visits:

1. The site review team does not find evidence to support the elements that have been presented in the application.
2. The school does not provide sufficient opportunity for the site review team to meet representative samples of stakeholder groups, students, administrators, staff, and others.
3. The Site Validation Visit schedule does not allow time for the site review team to meet and compile their report.
4. The site review team fails to hold an exit interview and/or fails to identify specific areas of concern that support a recommendation against recognition as an MCHS.
 - a. The site review team must inform the principal if the applicant school is not going to be recommended as an MCHS and must provide reasons that support the findings.
 - b. Technical assistance or a referral for technical assistance should be provided and, if appropriate, the school should be encouraged to reapply the following school year.
5. The site review team informs the school that it has been selected as an MCHS by the CDE.

Sample Site Validation Visit Agenda

Note: This sample agenda is provided as a general guideline. The sample agenda items should be considered as suggestions only and may be modified at the discretion of the applicant school.

DAY ONE

- 1:00 p.m. Entrance interview with principal (and anyone else the principal chooses)
- 1:30 p.m. Focus group (district superintendent, administrators, school board members)
- 2:15 p.m. Focus group (service provider partners, members of nonprofit agencies, social services, probation, law enforcement, treatment providers, others)
- 3:00 p.m. Focus group (members of the community, private sector, service clubs, faith community, others)
- 3:45 p.m. Focus group (parents/guardians/caregivers)
- 4:15 p.m. End of Day One

DAY TWO

- 7:45 a.m. Meet with principal/greet arriving students
- 8:00 a.m. Prepare for classroom observations
- 8:30 a.m. Classroom observations
- 10:30 a.m. Focus group (students)
- 11:30 a.m. Classroom observations
- Noon Lunch, perhaps combined with focus group (teachers)
- 1:30 p.m. Classroom observations
- 2:00 p.m. Site review team meeting (come to consensus, draft report)
- 3:00 p.m. Exit interview with principal (and anyone else the principal chooses)
- 3:45 p.m. End of visit

List of Current Model Continuation High Schools

Designation is from April of the first year to March of the final year
(*Indicates designation for previous program cycle)

Region 1

Abraham Lincoln High School, 4/2016–
3/2019
4341 Victoria Avenue
Riverside, CA 92507-5009
Anthony Rice, Principal
951-788-7371

Alessandro High School, 4/2017–3/2020
831 East Devonshire Avenue
Hemet, CA 92543-3052
Tara O'Malley, Principal
951-765-5182

Alvord Continuation High School, 4/2016–
3/2019*
3606 Pierce Street
Riverside, CA 92503-4925
Sandy Fielding, Principal
951-358-1715

Amistad High School, 4/2016–3/2019*
83-501 Dillon Avenue
Indio, CA 92201-3325
David Gustafson, Principal
760-775-3570

Aurora High School, 4/2018–3/2021
1391 Kloke Road
Calexico, CA 92231-4228
John Moreno, Principal
760-768-3940

Back Bay High School, 4/2017–3/2020
390 Monte Vista Avenue
Costa Mesa, CA 92627-1495
Marc Trocchio, Principal
949-515-6900

Brea Canyon High School, 4/2016–
3/2019
689 North Wildcat Way
Brea, CA 92821-7400
Eric Barrientos, Principal
714-990-7882

Desert Oasis High School, 4/2018–
3/2021
1302 South Third Street
El Centro, CA 92243-6604
Fernando O'Campo, Administrator
760-336-4555

Desert Valley High School, 4/2017–
3/2020*
104 West Magnolia Street
Brawley, CA 92227-1583
Antonio Munguia, Principal
760-312-5100

El Camino Real Continuation High
School, 4/2016–3/2019
1351 East Orangethorpe Avenue
Placentia, CA 92870-5302
Gordon Chamberlin, Principal
714-986-7060

Region 1 (continued)

Gilbert High School, 4/2017–3/2020
1800 Ball Road
Anaheim, CA 92804-5516
Jei Garlitos, Principal
714-999-3738

Glen View High School, 4/2016–3/2019*
939 East Tenth Street
Beaumont, CA 92223-1927
Bobbi Burnett, Principal
951-769-8424

Green Valley High School, 4/2018–
3/2021
35948 Susan Street
Yucaipa, CA 92399-5299
Cara Prentiss, Principal
909-790-8580

Hare (Marie L.) High School, 4/2016–
3/2019
12012 Magnolia Street
Garden Grove, CA 92841-1644
Todd Nirk, Principal
714-663-6508

Hillside High School, 4/2017–3/2020
1558 West Ninth Street
Upland, CA 91786-5636
Jerry Adams, Director
909-949-8400

Imperial Avenue Holbrook High School,
4/2017–3/2020
322 North Imperial Avenue
Imperial, CA 92251-1267
Victor Torres, Principal
760-355-3207

Ivy High School, 4/2016–3/2019*
1056 Winterhaven Road
Fallbrook, CA 92028-4500
Narciso Iglesias, Principal
760-723-6395

Junipero Serra High School, 4/2016–
3/2019*
31422 Camino Capistrano
San Juan Capistrano, CA 92675-2600
Meg Ervais, Principal
949-489-7216

La Vista High School, 4/2017–3/2020
909 North State College Boulevard
Fullerton, CA 92831-3013
Sandi Layana, Principal
714-447-7821

Lee V. Pollard High School, 4/2016–
3/2019*
185 Magnolia Avenue
Corona, CA 92879-3329
Mike Ridgway, Principal
951-736-3367

March Mountain High School, 4/2016–
3/2019
24551 Dracaea Avenue
Moreno Valley, CA 92553-3745
Sean McMurray, Principal
951-571-4800

Mountain View High School, 4/2018–
3/2021
1000 Ramona Boulevard
San Jacinto, CA 92582-2576
Kenneth Swanson, Principal
951-487-7710

Nueva Vista High School, 4/2016–3/2019
6836 34th Street
Jurupa Valley, CA 92509-1301
Michael Rogers, Principal
951-360-2802

Region 1 (continued)

Orange Grove High School, 4/2018–
3/2021*
300 Buena Vista Avenue
Corona, CA 92882-1937
Henry Torres, Principal
951-736-3339

Orangewood High School, 4/2017–
3/2020
515 Texas Street
Redlands, CA 92374-3071
Carol Ruhm, Principal
909-307-5380

Ortega High School, 4/2016–3/2019*
520 Chaney Street, Building 100
Lake Elsinore, CA 92530-1230
Greg Cleave, Principal
951-253-7065

Palomar High School, 4/2018–3/2021*
480 Palomar Street
Chula Vista, CA 91911-3098
Karen Hernandez, Principal
619-407-4800

Raincross Continuation High School,
4/2017–3/2020
6401 Lincoln Avenue
Riverside, CA 92506-4424
Dennis Deets, Principal
951-276-7670

Rancho Vista High School, 4/2018–
3/2021
32225 Pio Pico Road
Temecula, CA 92592-6200
Reggie Ingram, Principal
951-695-7320

Richland High School, 4/2017–3/2020
615 North Lemon Street
Orange, CA 92867-6611
Elsie Briseno-Simonovski, Principal
714-997-6167

San Andreas High School, 4/2017–
3/2020
3232 East Pacific Street
Highland, CA 92346-2499
Edward Hensley, Principal
909-388-6521

Sierra High School, 4/2016–3/2019
570 East Ninth Street
San Bernardino, CA 92410-3898
Hector Murrieta, Principal
909-388-6478

Silverado Continuation High School,
4/2016–3/2019*
25632 Peter A. Hartman Way
Mission Viejo, CA 92691-3118
David Gordon, Principal
949-586-8800

Slover Mountain High School, 4/2016–
3/2019
325 Hermosa Street
Colton, CA 92324-1901
Tiffany Hampton, Principal
909-580-5013

Twin Oaks High School, 4/2016–3/2019
158 Cassou Road
San Marcos, CA 92069-9702
Mary Bunker, Principal
760-290-2555

Val Verde High School, 4/2016–3/2019*
972 West Morgan Street
Perris, CA 92571-3103
Steve Coelho, Principal
951-940-6155

Region 1 (continued)

Valley High School, 4/2017–3/2020*
410 North Hidden Trails Road
Escondido, CA 92027-5333
Dan Barajas, Principal
760-291-2240

Valley View High School, 4/2018–3/2021
1801 East Sixth Street
Ontario, CA 91764-1599
Julie Prestsater, Principal
909-985-0966

Region 2

Allan F. Daily High School, 4/2018–
3/2021*
220 North Kenwood
Glendale, CA 91206-4209
Hagop Eulmessekian, Principal
818-247-4805

Apollo High School, 4/2018–3/2021*
3150 School Street
Simi Valley, CA 93065-3998
Shanna Sarris, Principal
805-520-6150

Buena Vista High School, 4/2017–
3/2020*
3717 Michelson Street
Lakewood, CA 90712-1402
Morrie Kosareff, Principal
562-602-8090

Canyon Oaks High School, 4/2017–
3/2020
930 Royal Oaks Drive
Monrovia, CA 91016-3735
Flint Fertig, Director
626-471-3000

Century High School, 4/2018–3/2021*
20 South Marengo Avenue
Alhambra, CA 91801-1947
Phuong Nguyen, Principal
626-943-6680

Coronado High School, 4/2018–3/2021
1500 East Francisquito Avenue
West Covina, CA 91791-3823
Veronica Pendleton, Principal
626-931-1810

Del Mar High School, 4/2018–3/2021*
312 South Del Mar Avenue
San Gabriel, CA 91776-1356
Lon Sellers, Principal
626-291-5723

Delta High School, 4/2018–3/2021*
4893 Bethany Lane
Santa Maria, CA 93455-4880
Esther Prieto-Chavez, Principal
805-937-6356

Fairvalley High School, 4/2017–3/2020*
758 West Grondahl Street
Covina, CA 91722-2065
Dana Craig, Principal
626-974-4800

Fernando R. Ledesma High School,
4/2018–3/2021
12347 Ramona Boulevard
El Monte, CA 91732-2569
Freddy Arteaga, Principal
626-442-0481

Frontier High School, 4/2018–3/2021*
9401 South Painter Avenue
Whittier, CA 90605-2729
Margie Moriarty, Principal
562-698-8121

Region 2 (continued)

Independence High School, 4/2016–
3/2019
6501 Balboa Boulevard
Lake Balboa, CA 91406-5526
Marsha Coates, Principal
818-881-7737

Jereann Bowman High School, 4/2017–
3/2020*
21508 Centre Pointe Parkway
Santa Clarita, CA 91350-2947
Robin Geissler, Principal
661-253-4400

John R. Wooden High School, 4/2017–
3/2020
18741 Elkwood Street
Reseda, CA 91335-1802
Laura Novak, Principal
818-345-0203

Kurt T. Shery High School, 4/2017–
3/2020
2600 Vine Street
Torrance, CA 90501-4330
Jamie Jimenez, Principal
310-533-4440

La Cuesta Continuation High School,
4/2016–3/2019
710 Santa Barbara Street
Santa Barbara, CA 93101-2232
Simmons Elise, Principal
805-966-0883

Lloyde (R.K.) High School, 4/2016–
3/2019
4951 Marine Avenue
Lawndale, CA 90260-1251
Benjamin Wardrop, Principal
310-263-3264

Lopez Continuation High School, 4/2018–
3/2021
1055 Mesa View Drive
Arroyo Grande, CA 93420-3311
Jennifer Bowen, Principal
805-474-3750

Nueva Continuation High School,
4/2018–3/2021
8600 Palm Avenue
Lamont, CA 93241-2212
Mark Weir, Site Administrator
661-845-1532

Owensmouth High School, 4/2017–
3/2020
6921 Jordan Avenue
Canoga Park, CA 91303-1997
Gerardo Cervantes, Principal
818-340-7663

Pacific Beach Continuation High School,
4/2017–3/2020
11950 Los Osos Valley Road
San Luis Obispo, CA 93405-6861
Andy Marinello, Principal
805-596-4023

Park West High School, 4/2016–3/2019
1460 West Holt Avenue, Suite 100
Pomona, CA 91767-2832
Luis Rodriguez, Principal
909-397-4900

Rancho del Mar High School, 4/2017–
3/2020*
38 Crest Road West
Rolling Hills, CA 90274-5058
Rosemary Humphrey, Principal
310-377-6691

Region 2 (continued)

Redondo Shores High School, 4/2016–
3/2019*

1000 Del Amo Street
Redondo Beach, CA 90277-3034
Anthony Bridi, Principal
310-798-8690

Rose City High School, 4/2016–3/2019

351 South Hudson Avenue
Pasadena, CA 91101-3507
Brian Stanley, Principal
626-396-5620

Ruben Salazar High School, 4/2016–
3/2019*

9115 Balfour Street
Pico Rivera, CA 90660-3225
Gabriel Gonzalez, Principal
562-801-7680

San Antonio High School, 4/2018–
3/2021*

125 West San Jose Avenue
Claremont, CA 91711-5205
Sean Delgado, Principal
909-398-0316

Sierra High School, 4/2018–3/2021*

1134 South Barranca
Glendora, CA 91740-4916
Paul Hernandez, Principal
626-852-8300

Somerset High School, 4/2016–3/2019*

9242 East Laurel Street
Bellflower, CA 90706-7607
Mark Kailiponi, Principal
562-804-6548

Vail High School, 4/2018–3/2021

1230 South Vail Avenue
Montebello, CA 90640-6312
Horacio Perez, Principal
323-728-1940

Valley High School, 4/2016–3/2019

1927 Randolph Street
Delano, CA 93215-1526
Benajmin Deleon, Principal
661-720-4180

Vista West High School, 4/2018–3/2021

7115 Rosedale Highway
Bakersfield, CA 93308-5845
Mike Mullings, Site Administrator
661-589-4242

Wasco Independence High School,
4/2018–3/2021

1445 Poso Drive
Wasco, CA 93280-2353
Martin Lonza, Principal
661-758-7450

Whitcomb High School, 4/2016–3/2019

350 West Mauna Loa Avenue
Glendora, CA 91740-4399
Ron Letourneau, Principal
626-852-4550

Region 3

Alta Vista High School, 4/2016–3/2019*

1325 Bryant Avenue
Mountain View, CA 94040-4527
Bill Pierce, Principal
650-691-2433

Boynton High School, 4/2017–3/2020*

901 Boynton Avenue
San Jose, CA 95117-2006
Sarah Thomas, Principal
408-626-3404

Region 3 (continued)

Broadway High School, 4/2017–3/2020*
4825 Speak Lane
San Jose, CA 95118-3769
Giovanni Bui, Principal
408-535-6285

Central Coast High School, 4/2018–
3/2021
200 Coe Avenue
Seaside, CA 93955-6588
Alan Crawford, Principal
831-392-3560

Citrus High School, 4/2016–3/2019
261 East Mulberry Avenue
Porterville, CA 93257-4822
Scott Braden, Principal
559-782-7130

Donald C. Jamison High School, 4/2016–
3/2019*
351 East Bush Street
Lemoore, CA 93245-3601
Sandi Lowe, Principal
559-924-6620

Gateway High School, 4/2018–3/2021*
1550 Herndon Avenue
Clovis, CA 93611-0598
Rees Warne, Principal
559-327-1800

Kaweah High School, 4/2016–3/2019
21215 Avenue 300
Exeter, CA 93221-9731
Darin Pace, Principal
559-592-4420

Kings River High School, 4/2016–3/2019
1801 Seventh Street
Sanger, CA 93657-2895
Rick Church, Principal
559-524-6490

Mountain Vista High School, 4/2018–
3/2021
1901 Clinton Avenue
Madera, CA 93638-1941
Aimee Anderson, Principal
559-675-4580

Oasis High School, 4/2017–3/2020
2311 Sierra Street
Kingsburg, CA 93631-1457
Ryan Walterman, Director
559-897-3880

Thornton High School, 4/2016–3/2019
115 First Avenue
Daly City, CA 94014-2643
Dennie Marengo, Principal
650-550-7840

Region 4

Albert Powell High School, 4/2018–
3/2021
1875 Clark Avenue
Yuba City, CA 95991-1274
Jennifer Cates, Principal
530-822-5210

Black Diamond High School, 4/2017–
3/2020
1131 Stoneman Avenue
Pittsburg, CA 94565-5466
Brian Wilson, Principal
925-473-4480

Region 4 (continued)

Confluence Continuation High School,
4/2017–3/2020
332 Finley Street
Auburn, CA 95603-9350
Stanton Parker, Principal
530-886-2002

Core Learning Academy at
Conley-Caraballo High, 4/2017–3/2020
541 Blanche Street
Hayward, CA 94544-7700
Rosa Nieto, Principal
510-471-5126

Del Valle Continuation High School,
4/2017–3/2020*
2253 Fifth Street
Livermore, CA 94550-4549
Darrel Avilla, Principal
925-606-4709

George and Evelyn Stein High School,
4/2016–3/2019
650 West 10th Street
Tracy, CA 95376
Amy Thompson, Principal
209-830-3395

Kinney High School, 4/2018–3/2021
2710 Kilgore Road
Rancho Cordova, CA 95670-6104
Dana Carrigan, Principal
916-294-9060

Liberty High School, 4/2017–3/2020
351 East J Street
Benicia, CA 94510-3437
Zachary Pless, Principal
707-747-8323

Marin Oaks High School, 4/2017–3/2020
720 Diablo Avenue
Novato, CA 94947-4004
Kessa Early, Assistant Principal
415-892-8733

Olympic Continuation High School,
4/2018–3/2021
2730 Salvio Street
Concord, CA 94519-2599
Lynsie Castellano, Principal
925-687-0363

Pacific Career and Technology High
School, 4/2016–3/2019
6560 Melrose Drive
North Highlands, CA 95660-4375
Shane Yang, Principal
916-566-2715

Redwood High School, 4/2016–3/2019*
18400 Clifton Way
Castro Valley, CA 94546-0146
Erica Ehmann, Principal
510-537-3193

Robertson Continuation High School,
4/2017–3/2020
4455 Seneca Park Avenue
Fremont, CA 94538-4028
Salvador Herrera, Principal
510-657-9155

Salisbury High School, 4/2018–3/2021*
1050 Kimball Road
Red Bluff, CA 96080-2502
Barbara Thomas, Principal
530-529-8766

Region 4 (continued)

San Andreas High School, 4/2018–
3/2021
599 William Avenue
Larkspur, CA 94939-1554
David Luongo, Principal
415-945-3751

Sierra Continuation High School, 4/2017–
3/2020*
11661 Donner Pass Road
Truckee, CA 96161-4953
Greg Wohlman, Principal
530-582-2640

Travis Education Center, 4/2017–3/2020
2775 DeRonde Drive
Fairfield, CA 94533-9710
Allyson Rude Azevedo, Principal
707-437-8265

Vicente Martinez High School, 4/2017–
3/2020*
925 Susana Street
Martinez, CA 94553-3212
Lori O'Connor, Principal
925-335-5880

Village High School, 4/2017–3/2020
4645 Bernal Avenue
Pleasanton, CA 94566-7449
Dana Chavez, Principal
925-426-4260

Village Oaks High School, 4/2018–
3/2021*
1900 West Swain
Stockton, CA 95207-3439
Josef Schallberger, Principal
209-953-8740