

MODEL CONTINUATION HIGH SCHOOL RECOGNITION PROGRAM

# 2019–20

# Model Continuation High School Application



**Application Due Date:**

Wednesday, August 28, 2019

California Department of Education  
Educational Options Office  
1430 N Street, Suite 4202  
Sacramento, CA 95814-5901  
916-323-2183

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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 Intent to Submit online form by **4:00 p.m. on June 27, 2019**.
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 **4:00 p.m. on August 28, 2019**.

Jacie Ragland, Education Programs Consultant  
Educational Options Office  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814-5901

**Note:** Faxed or emailed 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 3, 2019 ..... Applications available to the field  
June 27, 2019 ..... Intent to Submit online form to be completed  
August 28, 2019 ..... Applications due  
September 6, 2019.....Northern Applications reviewed and rated  
September 27, 2019..... Southern Applications reviewed and rated  
September 30, 2019–December 13, 2019 ..... Site Validation Visits  
December 15, 2019 ..... District Audit Reports due  
February 4, 2020 ..... Schools notified  
April/May 2020 ..... 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 statement.)
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 (Appendices 1–4). 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 MCHS 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. Each of these Narrative Statements are limited to one page
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 Form (Attachment D)
5. Glossary (Attachment E)
6. Narrative Statements (Attachment F)
7. Remaining four Narrative Statements on separate pages: Staff Statement, Student Statement, Parent/Guardian/Caregiver Statement, and Community Member Statement
8. Program Effectiveness Statements (Attachment G)
9. Quality Indicators (Attachment H)
10. Waiver Request for Quality Indicator C3 (if required)
11. Exemplary Components Checklist (Attachment I)
12. Master Schedule
13. WASC Award Letter
14. Portfolio Criteria and Individual Learning Plans (Optional)
15. Video Overview of Your School (Optional)
16. Application Checklist (Attachment J)

## Application Evaluation Process

Step 1: **Application Screening.** Each application will be screened by Educational Options Office (EOO) staff to determine if it meets the minimum eligibility criteria. EOO staff **will not** notify applicants of application omissions and **will not** accept faxed or emailed additions to submitted applications. Applications that **do not meet** the minimum eligibility criteria **will be disqualified**.

Applicants that do not pass the screening process will be notified via email.

Step 2: **Application Review.** Applications that pass the screening process performed by EOO 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.

Applicants that receive a score of less than 25 points will be notified via email. Notifications will be sent out following the conclusion of both the Northern and Southern reading sessions.

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.** EOO 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, 2019, 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 EOO. Final determinations are made by the Division Director of the Career and College Transition Division.

Applicants that are not recommended for MCHS designation will be notified via email.

Applicants that are recommended for MCHS designation will be notified via formal letter, congratulatory phone call and email, and news release issued by the CDE's Communications Division.

## **Model Continuation High School Designation Period**

Schools that are awarded MCHS designation for the 2019–20 MCHS application year will be for the period of April 2020 to March 2023. Schools that receive the MCHS

designation are encouraged to submit a new MCHS application in the 2021–22 MCHS application year to avoid a possible 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 validation visits to applicant schools.

All applicant schools that pass the screening process by EOO 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, President, CCEA, by phone at 559-303-9154 or by email at [sbraden@portervilleschools.org](mailto: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 2019–20 application.

If the applicant school is selected as an MCHS in 2020, you may retain a copy of the form for your records. Complete the form and submit it to the CDE on or before the following dates: **June 30, 2021**, and **June 30, 2022**. The original Annual Assurance of Services Form shall include **all** original signatures in **blue ink**.

**Note:** Annual Assurance of Services forms for recent MCHSs will remain on the CDE MCHS Recognition Program web page at <https://www.cde.ca.gov/ta/sr/mc/>.

### **Intent to Submit an Application**

Principals who intend to submit an application **must** complete the Intent to Submit online form in order to be considered for model school status. A link to the online form is



available on the MCHS Recognition Program web page at <https://www.cde.ca.gov/ta/sr/mc/>. Submitting the Intent to Submit online form **does not** obligate the principal to submit an application.

It is the prospective applicant's responsibility to ensure that the Intent to Submit online form is submitted to the CDE by **4:00 p.m. on Thursday, June 27, 2019**.

Please be sure to print a copy for your records. The EOO will send an email to confirm the receipt of the online form. If you do not receive a confirmation email within 72 hours, please contact the EOO by email at [CONTINUATIONEDUC@cde.ca.gov](mailto:CONTINUATIONEDUC@cde.ca.gov).

## 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 single-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, e.g., Single Plan for Student Achievement.

**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 Member. Each of these Narrative Statements are 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.

Ensure that each Narrative Statement focuses on specific qualities and innovative characteristics that make the applicant school an exemplary model.

**Disqualification from Eligibility:** Applications with Narrative Statements (Staff, Student, Parent/Guardian/Caregiver, and Community Member) that do not include a title, are not typewritten, 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** include the title

of the statement as a header, be typewritten on 8½ by 11-inch white paper, singled-spaced, with normal character spacing.

**Disqualification from Eligibility:** Applications with Program Effectiveness Statements that are not typewritten, 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 2018–19 school year and data the staff used to evaluate those results (e.g., California Assessment of Student Performance and Progress results, California Modified Assessment results, California Alternate Performance Assessment results, Smarter Balanced Summative Assessment results, English Language Proficiency Assessments for California 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, Preliminary Scholastic Achievement Test, 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

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 B2 is to verify that students have access to courses that meet the University of California entrance requirements.

Quality Indicator C3 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 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. If required, the designee signing must be an employee of the school district. The signature must be original and in **blue ink**.

## Appendix 1

### 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.



## Appendix 2

### 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.

## Appendix 3

### 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

## Appendix 4

### 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

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

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, 4/2019–  
3/2022\*  
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

Dr. John H. Milor Continuation High  
School, 4/2019–3/2022  
266 West Randall  
Rialto, CA 92376-6926  
Andres Luna, Principal  
909-820-7785

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

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, 4/2019–  
3/2022\*  
12012 Magnolia Street  
Garden Grove, CA 92841-1644  
Stephanie Heflin, 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 Ave. Holbrook High School,  
4/2017–3/2020  
322 North Imperial Avenue  
Imperial, CA 92251-1267  
Hector Coronel, Director  
760-355-3207

**Region 1 (continued)**

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, 4/2019–  
3/2022\*  
185 Magnolia Avenue  
Corona, CA 92879-3329  
Michael Ridgway, Principal  
951-736-3367

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

Nueva Vista Continuation High School,  
4/2019–3/2022\*  
6836 34th Street  
Jurupa Valley, CA 92509-1301  
Michael Rogers, Principal  
951-360-2802

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

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

Serra High School, 4/2019–3/2022  
31422 Camino Capistrano  
San Juan Capistrano, CA 92675-2600  
Meg Ervais, Principal  
949-489-7216

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

**Region 1 (continued)**

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

Columbus High School, 4/2019–3/2022  
12330 Woodruff Avenue  
Downey, CA 90241-5610  
Anthony Zegarra, Principal  
562-904-3552

Conejo Valley High School, 4/2019–  
3/2022  
1400 East Janss Road  
Thousand Oaks, CA 91362-2198  
Martin Manzer, Principal  
805-498-6646

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

El Camino High School, 4/2019–3/2022  
14625 Keese Drive  
Whittier, CA 90604-3119  
Ryan Cummins, Director  
562-210-2700

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

**Region 2 (continued)**

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

Jereann Bowman High School, 4/2017–3/2020\*  
21508 Centre Pointe Parkway  
Santa Clarita, CA 91350-2947  
Eran Zeevi, 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

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

Maple High School, 4/2019–3/2022  
4010 Jupiter Avenue  
Lompoc, CA 93436-1819  
Katherine Wallace, Principal  
805-742-3150

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  
Chris Dowler, Principal  
805-596-4023

Pacific High School, 4/2019–3/2022  
501 College Drive  
Ventura, CA 93003-3413  
Deidre Monarres, Principal  
805-289-7950

Paloma Creek High School, 4/2019–3/2022  
10801 El Camino Real  
Atascadero, CA 93422-8867  
Chris Balogh, Principal  
805-462-4350

Patricia Dreizler Continuation High School, 4/2019–3/2022\*  
1000 Del Amo Street  
Redondo Beach, CA 90277-3034  
Anthony Bridi, Principal  
310-798-8690

**Region 2 (continued)**

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

R. K. Lloyde High School, 4/2019–  
3/2022\*  
4951 Marine Avenue  
Lawndale, CA 90260-1251  
Ben Wardrop, Principal  
310-263-3264

Ruben Salazar High School, 4/2019–  
3/2022\*  
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, 4/2019–3/2022\*  
9242 East Laurel Street  
Bellflower, CA 90706-7607  
Mark Kailiponi, Principal  
562-804-6548

Tierra Del Sol Continuation High School,  
4/2019–3/2022  
3700 East Belle Terrace  
Bakersfield, CA 93307-6832  
Chris Dutton, Principal  
661-832-3700

Tracy (Wilbur) High School, 4/2019–  
3/2022  
12222 Cuesta Drive  
Cerritos, CA 90703-2801  
Ricardo Brown, Principal  
562-229-7760

Vail High School, 4/2018–3/2021  
1230 South Vail Avenue  
Montebello, CA 90640-6312  
Horacio Perez, Principal  
323-728-1940

Valley Alternative Schools, 4/2019–  
3/2022  
15430 Shadybend Drive  
Hacienda Heights, CA 91745-2121  
Joaquin Martinez, Principal  
626-933-3401

Vista Continuation High School, 4/2019–  
3/2022  
200 P Street  
Bakersfield, CA 93304-3051  
Tracey Lozano, Principal  
661-327-8561

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

**Region 3**

Alta Vista High School, 4/2019–3/2022\*  
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

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

Calaveras Hills High School, 4/2019–  
3/2022  
1331 East Calaveras Boulevard  
Milpitas, CA 95035-5707  
Carl Stice, Principal  
408-635-2690

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

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

John J. Cairns Continuation High School,  
4/2019–3/2022  
290 North Harvard Avenue  
Lindsay, CA 93247-2304  
Dennis Doane, Principal  
559-562-5913

Kings Canyon High School, 4/2019–  
3/2022  
10026 South Crawford Avenue  
Dinuba, CA 93618-9208  
Ron Pack, Principal  
559-305-7393

Kings River High School, 4/2019–3/2022\*  
1801 Seventh Street  
Sanger, CA 93657-2895  
Rick Church, Principal  
559-524-6490

Lovell High School, 4/2019–3/2022  
12724 Avenue 392  
Cutler, CA 93615-9769  
Robert Gonzales, Principal  
559-528-4703

Mount Toro High School, 4/2019–3/2022  
10 Sherwood Place  
Salinas, CA 93906-4010  
Gloria Chaidez, Principal  
831-796-7700

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

Renaissance Continuation High School,  
4/2019–3/2022  
11 Spring Valley Road  
La Selva Beach, CA 95076-9638  
Dana Richards, Principal  
831-728-6344



**Region 3 (continued)**

Sierra Vista High School, 4/2019–3/2022  
8470 Avenue 406  
Dinuba, CA 93618-1825  
Suzanne Rodriguez, Principal  
559-595-7240

**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

Confluence Continuation High School,  
4/2017–3/2020  
332 Finley Street  
Auburn, CA 95603-9350  
Rob Hitchcock, Principal  
530-885-8401

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

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

La Paloma High School, 4/2019–3/2022  
400 Ghiggeri Way  
Brentwood, CA 94513-5314  
Chris Holland, Principal  
925-634-2888

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

Marin Oaks High School, 4/2017–3/2020  
720 Diablo Avenue  
Novato, CA 94947-4004  
Kessa Early, Assistant Principal  
415-897-7653

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, 4/2019–3/2022\*  
6560 Melrose Drive  
North Highlands, CA 95660-4375  
Darryl Hawthorne, Principal  
916-566-2715

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

**Region 4 (continued)**

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

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