



**TOM TORLAKSON**  
State Superintendent of  
Public Instruction

# Model Continuation High School Recognition Program

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## **TECHNICAL ASSISTANCE WEBINAR**

Thursday, May 14, 2020

California Department of Education

# Overview

- Background and Purpose
- Eligibility Criteria
- Timeline
- Intent to Submit
- Attachments A–G (PDF Forms)
- Narrative Statements
- Program Effectiveness Statements
- Evidence for Quality Indicators (Self-Evaluation)
- Assembling the Application
- Evaluation Process
- Reasons for Disqualification from the Application Screening Process
- Questions and Answers

# Background and Purpose

The Model Continuation High School (MCHS) Recognition Program:

- Began in 1990 as a collaboration between the California Department of Education (CDE) and the California Continuation Education Association Plus (CCEA Plus)
- Identifies and recognizes outstanding programs
- Creates a resource list of quality programs for visitations and other forms of technical assistance
- Identifies individuals to assist with the review and rating of applications and Site Validation Visits

# Eligibility Criteria

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

1. Established as a “continuation high school,” per California Education Code (*EC*) sections 48430–48438
2. Average daily attendance for Previous Year, Second Principal Apportionment (P2) is at least 75 percent\*
3. Accredited by the Western Association of Schools and Colleges (WASC)
4. WASC Visiting Committee Report verifies completion of full self-study

**Note:** 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.

# Timeline

Date	Activity
May 4, 2020 (delayed)	Applications available to the field
May 14, 2020	Application Webinar
October 15, 2020	Intent to Submit online form to be completed
October 22, 2020	Applications due
November 6, 2020	Northern and Southern Applications reviewed and rated
November 9, 2020–December 18, 2020	Site Validation Visits
December 15, 2020	District Audit Reports due
February 4, 2021	Schools notified
April/May 2021	Awards ceremony



# Intent to Submit

- Applicants are required to submit an electronic Intent to Submit to the CDE by October 15, 2020.
- A confirmation of receipt will be sent to the email provided for the administrator listed on the form, so please ensure that the information entered is accurate.
- Please be sure to print a copy of your completed Intent to Submit for your records.

# Attachments A–G (PDF Forms)

Attachments A–G **must** be:

- Taken from the current year's application (2020–21)
- Typewritten
- Submitted in the exact format as provided in the application (on 8 ½ by 11-inch white paper, and single sided)



# Attachment A: Application Cover Sheet

Attachment A  
Page 1 of 1

**APPLICATION COVER SHEET**  
Model Continuation High School Recognition Program  
Program Year: 2020-21

**Applicant's Information**

County: \_\_\_\_\_ District: \_\_\_\_\_

School: \_\_\_\_\_

County-District-School (CDS) Code: \_\_\_\_\_

California Continuation Education  
Association Plus (CCEA Plus) Region Number: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Email: \_\_\_\_\_

**Certification:** I have read this application and certify that to the best of my knowledge, the information contained in this application is correct and complete.

\_\_\_\_\_  
Signature of Principal (in blue ink)      \_\_\_\_\_  
Date

The 14-digit County-District-School (CDS) code is the official, unique identification of a school within California. You can find your school's CDS code on the California Department of Education California School Directory web page at <https://www.cde.ca.gov/schools/directory/>.

The California Continuation Education Association Plus (CCEA Plus) Region number can be found on the CCEA Plus Regions web page at <https://cceanet.org/about-us/regions/>.

California Department of Education      April 2020

The image to the left is of Attachment A: Application Cover Sheet. It requires the following information:

## Applicant's Information:

- County, District, School, CDS code, CCEA Plus Region number, Phone, Fax, Address, City, Zip, Mailing Address, City, Zip, Principal's Name and Email

## Certification:

- Signature of Principal and date signed



# How to Complete Attachment A: Application Cover Sheet

- Provide all requested information.
  - For assistance identifying your school's 14-digit County-District-School (CDS) code, please visit the CDE's California School Directory web page at <https://www.cde.ca.gov/schooldirectory/>.
  - For assistance identifying which CCEA Plus Region your school is a part of, please visit the CCEA Plus Regions web page at <https://cceanet.org/about-us/regions/>.
- Include the completed Application Cover Sheet as the **first page** of your application.
- The signature on this form may be original or electronic.

# Attachment B: School Information Sheet (Slide 1)

Attachment B  
Page 1 of 3

**SCHOOL INFORMATION SHEET**

**Directions:** Please provide the information requested about your school in Items A–N below.

**A. Enrollment:**

Total Certificated Staff: \_\_\_\_\_ Average Enrollment (Previous Year): \_\_\_\_\_

P2 (Previous Year): \_\_\_\_\_ Percentage: \_\_\_\_\_ %

Waiver Required for P2 (Previous Year):

**B. Staffing: (Indicate Total Number)**

Administrator: \_\_\_\_\_ Counselors: \_\_\_\_\_

Staff: \_\_\_\_\_ Support Staff: \_\_\_\_\_

Teachers: \_\_\_\_\_

**C. Student-teacher Staffing Ratio:**

Students: \_\_\_\_\_ to Teachers: \_\_\_\_\_

**D. Basis of Staffing Ratio:**

Average Daily Attendance:  Enrollment:

**E. Number of Students Who:**

Graduated from applicant school in 2019–20: \_\_\_\_\_

Returned to traditional high school: \_\_\_\_\_

Transferred to other alternative program: \_\_\_\_\_

**Note:** (e.g., Regional Occupational Center/Program (ROC/P), adult school, community college)

The following information is requested:

## A. Enrollment:

Total Certificated Staff, Average Enrollment (Previous Year), P2 (Previous Year), Percentage, and if a waiver is required for P2 (Previous Year)

## B. Staffing: (Indicate Total Number)

Administrator, Counselors, Staff, Support Staff, and Teachers

# Attachment B: School Information Sheet (Slide 2)

Attachment B  
Page 1 of 3

**SCHOOL INFORMATION SHEET**

**Directions:** Please provide the information requested about your school in Items A–N below.

**A. Enrollment:**  
Total Certificated Staff: \_\_\_\_\_ Average Enrollment (Previous Year): \_\_\_\_\_  
P2 (Previous Year): \_\_\_\_\_ Percentage: \_\_\_\_\_ %  
Waiver Required for P2 (Previous Year):

**B. Staffing: (Indicate Total Number)**  
Administrator: \_\_\_\_\_ Counselors: \_\_\_\_\_  
Staff: \_\_\_\_\_ Support Staff: \_\_\_\_\_  
Teachers: \_\_\_\_\_

**C. Student-teacher Staffing Ratio:**  
Students: \_\_\_\_\_ to Teachers: \_\_\_\_\_

**D. Basis of Staffing Ratio:**  
Average Daily Attendance:  Enrollment:

**E. Number of Students Who:**  
Graduated from applicant school in 2019–20: \_\_\_\_\_  
Returned to traditional high school: \_\_\_\_\_  
Transferred to other alternative program: \_\_\_\_\_

**Note:** (e.g., Regional Occupational Center/Program (ROC/P), adult school, community college)

## C. Staffing Ratio:

Students to Teachers

## D. Basis of Staffing Ratio:

Average Daily Attendance or Enrollment

## E. Number of Students Who:

Graduated from applicant school in 2019-20,  
Returned to traditional high school, and  
Transferred to other alternative program

**Note:** (e.g., Regional Occupational Center/Program (ROC/P), adult school, community college)

# How to Complete Attachment B: School Information Sheet

- Provide all requested information.
- If the school does not meet the 75 percent P2 attendance eligibility, but feels the school should be recognized as a MCHS, 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.

**Note:** The waiver request should be placed **behind** Attachment B, if required.

# Attachment C: Certification Form (Slide 1)

Attachment C  
Page 1 of 1

**CERTIFICATION FORM**

The District certifies that the diploma earned at this continuation high school is equivalent to the diploma earned at the traditional high school(s) in the district, and that every graduate, whether from a traditional high school or continuation high school, is equally prepared for productive citizenship.

The District certifies that all information presented in the 2020–21 Model Continuation High School Application is true and accurate.

County: \_\_\_\_\_ District: \_\_\_\_\_

School: \_\_\_\_\_

District Superintendent's/Designee's Name: \_\_\_\_\_

Designee's Job Title (if applicable): \_\_\_\_\_

\_\_\_\_\_  
Signature of District Superintendent/Designee (in blue ink)      Date

California Department of Education      April 2020

By completing the form, the District certifies that the diploma earned at this continuation high school is equivalent to the diploma earned at the traditional high school(s) in the district, and that every graduate, whether from a traditional high school or continuation high school, is equally prepared for productive citizenship.

The District also certifies that all information presented in the 2020–21 Model Continuation High School Application is true and accurate.

# Attachment C: Certification Form (Slide 2)

Attachment C  
Page 1 of 1

**CERTIFICATION FORM**

The District certifies that the diploma earned at this continuation high school is equivalent to the diploma earned at the traditional high school(s) in the district, and that every graduate, whether from a traditional high school or continuation high school, is equally prepared for productive citizenship.

The District certifies that all information presented in the 2020–21 Model Continuation High School Application is true and accurate.

County: \_\_\_\_\_ District: \_\_\_\_\_

School: \_\_\_\_\_

District Superintendent's/Designee's Name: \_\_\_\_\_

Designee's Job Title (if applicable): \_\_\_\_\_

\_\_\_\_\_  
Signature of District Superintendent/Designee (in blue ink)      Date

California Department of Education      April 2020

The following information is requested on the form:

- County, District, School, District Superintendent's/Designee's Name, Designee's Job Title (If applicable), and the Signature of District Superintendent/Designee (in blue ink) and date signed

# How to Complete Attachment C: Certification Form

- Provide all requested information.
- The signatures on this form may be original or electronic.



# Attachment D: Glossary

Attachment D  
Page 1 of 3

## GLOSSARY

**Directions:** List all of the 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 evidence for the Quality Indicators (Self-evaluation) below. Spell out the full name or term in the "Description" column. Use an additional sheet of paper, if necessary.

Acronym/Initialism	Description
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Directions: List all of the 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 evidence for the Quality Indicators (Self-evaluation). Spell out the full name or term in the "Description" column. Use an additional sheet of paper, if necessary.

**Note:** Pages 2 and 3 of the Glossary are identical and provide several fields to include both the acronym/initialism and description.



# How to Complete Attachment D: Glossary

- List **all** of the acronyms or initialisms used within the following documents:
  - Narrative Statements (excluding the Student Statement, Parent/Guardian/Caregiver Statement, and Community Member Statement)
  - Program Effectiveness Statements
  - Quality Indicators (Self-Evaluation) Evidence
- Spell out the full name or term in the “Description” column.
- Use an additional sheet of paper, if necessary.

# Attachment E: Quality Indicators (Self-Evaluation) Slide 1

Attachment E  
Page 1 of 6

**QUALITY INDICATORS (SELF-EVALUATION)**

**Instructions:** Mark the box that describes the level of implementation of each indicator at the applicant school. On a separate page, briefly describe the evidence that validates the implementation of each indicator that is marked "In Place." (See p. 12 of the application packet for specific formatting instructions.)

**A. School Management**

Leadership is an important element of a quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership in continuation education is needed to effect high expectations of students within a caring community.

**A1.** The philosophy, goals, and mission of the school are regularly reviewed by school and district staff, students, parents/guardians/caregivers, and the community.

The implementation of Indicator A1 is:

In Place  Not in Place

**A2.** The principal provides strong positive leadership as indicated by:

- Shared decision making
- Creating a positive climate
- Supporting policies that are responsive to student needs
- Supporting staff efforts for change and innovations

The implementation of Indicator A2 is:

In Place  Not in Place

**A3.** Students referrals are made through a district-level process within the parameters of the California *Education Code*, other appropriate legal codes, Title IX (gender equity), and Governing Board policies.

Sufficient district funding follows each student to provide appropriate resources.

The implementation of Indicator A3 is:

In Place  Not in Place

**A4.** Special education students are referred through Individualized Education Program Teams with input from the continuation school as to the appropriateness of placement, and provided with prescribed special education services.

Instructions: Mark the box that describes the level of implementation of each indicator at the applicant school. On a separate page, briefly describe the evidence that validates the implementation of each indicator that is marked "In Place". (See p. 12 of the application packet for specific formatting instructions.)

**A. School Management:** Leadership is an important element of a quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership in continuation education is needed to effect high expectations of students within a caring community.

# Attachment E: Quality Indicators (Self-Evaluation) Slide 2

## QUALITY INDICATORS (SELF-EVALUATION)

**Instructions:** Mark the box that describes the level of implementation of each indicator at the applicant school. On a separate page, briefly describe the evidence that validates the implementation of each indicator that is marked "In Place." (See p. 12 of the application packet for specific formatting instructions.)

### A. School Management

Leadership is an important element of a quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership in continuation education is needed to effect high expectations of students within a caring community.

**A1.** The philosophy, goals, and mission of the school are regularly reviewed by school and district staff, students, parents/guardians/caregivers, and the community.

The implementation of Indicator A1 is:

In Place  Not in Place

**A2.** The principal provides strong positive leadership as indicated by:

- Shared decision making
- Creating a positive climate
- Supporting policies that are responsive to student needs
- Supporting staff efforts for change and innovations

The implementation of Indicator A2 is:

In Place  Not in Place

**A3.** Students referrals are made through a district-level process within the parameters of the California *Education Code*, other appropriate legal codes, Title IX (gender equity), and Governing Board policies.

Sufficient district funding follows each student to provide appropriate resources.

The implementation of Indicator A3 is:

In Place  Not in Place

**A4.** Special education students are referred through Individualized Education Program Teams with input from the continuation school as to the appropriateness of placement, and provided with prescribed special education services.

**A1.** The philosophy, goals, and mission of the school are regularly reviewed by school and district staff, students, parents/guardians/caregivers, and the community.

**A2.** The principal provides strong positive leadership as indicated by: Shared decision making; Creating a positive climate; Supporting policies that are responsive to student needs; and Supporting staff efforts for change and innovations

# Attachment E: Quality Indicators (Self-Evaluation) Slide 3

Attachment E  
Page 1 of 6

**QUALITY INDICATORS (SELF-EVALUATION)**

**Instructions:** Mark the box that describes the level of implementation of each indicator at the applicant school. On a separate page, briefly describe the evidence that validates the implementation of each indicator that is marked "In Place." (See p. 12 of the application packet for specific formatting instructions.)

**A. School Management**

Leadership is an important element of a quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership in continuation education is needed to effect high expectations of students within a caring community.

**A1.** The philosophy, goals, and mission of the school are regularly reviewed by school and district staff, students, parents/guardians/caregivers, and the community.

The implementation of Indicator A1 is:

In Place  Not in Place

**A2.** The principal provides strong positive leadership as indicated by:

- Shared decision making
- Creating a positive climate
- Supporting policies that are responsive to student needs
- Supporting staff efforts for change and innovations

The implementation of Indicator A2 is:

In Place  Not in Place

**A3.** Students referrals are made through a district-level process within the parameters of the California *Education Code*, other appropriate legal codes, Title IX (gender equity), and Governing Board policies.

Sufficient district funding follows each student to provide appropriate resources.

The implementation of Indicator A3 is:

In Place  Not in Place

**A4.** Special education students are referred through Individualized Education Program Teams with input from the continuation school as to the appropriateness of placement, and provided with prescribed special education services.

**A3.** Student referrals are made through a district-level process within the parameters of the California *Education Code*, other appropriate legal codes, Title IX (gender equity), and Governing Board policies. Sufficient district funding follows each student to provide appropriate resources.

**A4.** Special education students are referred through Individualized Education Program Teams with input from the continuation school as to the appropriateness of placement, and provided with prescribed special education services.

# How to Complete Attachment E: Quality Indicators (Self-Evaluation)

- Mark the box that describes the level of implementation of each Quality Indicator at the applicant school, “In Place” or “Not In Place.”
- Provide the evidence for the Quality Indicators on a separate page.

# Attachment F: Exemplary Components Checklist (Slide 1)

Attachment F  
Page 1 of 1

**EXEMPLARY COMPONENTS CHECKLIST**

The following list of exemplary components is intended to provide the review team with an overview of the applicant school.

Each component is described in general terms. Use your best judgment in determining whether or not the school offers each component. There will be an opportunity to clarify the details of each checked component if a Site Validation Visit is scheduled.

Key in "Yes" to the corresponding "Component Type" if it is offered at the applicant school, otherwise, key in "No." Please describe any additional components that support the applicant school in providing exemplary practices on a separate page. (See p. 13 of the application packet for specific formatting instructions.)

Component Type	Is this component offered?
1. Curriculum aligned to state and district standards	
2. Individual student data system that informs students, staff, and families	
3. District referral process	
4. Data-driven continuous improvement model	
5. Comprehensive range of educational options offered in the district	
6. Shared decision making at district and school levels	
7. Student Success Team model or a variation thereof	
8. Individual Learning Plan for each student	
9. Instructional strategies differentiated to meet the needs of students	
10. Senior project/portfolio or similar project	
11. High rate of parent/guardian/caregiver and stakeholder involvement	
12. Yearbook or other student publication(s)	
13. Art and/or music program(s)	
14. Student government	
15. Reading and/or writing across curriculum	
16. Physical education/sports programs	
17. Co-curricular and extra-curricular activities	

California Department of Education April 2020

The following list of exemplary components is intended to provide the review team with an overview of the applicant school. Each component is described in general terms. Use your best judgement in determining whether or not the school offers each component. There will be an opportunity to clarify the details of each checked component if a Site Validation Visit is scheduled. Key in "Yes" to the corresponding "Component Type" if it is offered at the applicant school, otherwise, key in "No." Please describe any additional components that support the applicant school in providing exemplary practices on a separate page. (See p. 13 of the application for specific formatting instructions.)

# Attachment F: Exemplary Components Checklist (Slide 2)

Attachment F  
Page 1 of 1

**EXEMPLARY COMPONENTS CHECKLIST**

The following list of exemplary components is intended to provide the review team with an overview of the applicant school.

Each component is described in general terms. Use your best judgment in determining whether or not the school offers each component. There will be an opportunity to clarify the details of each checked component if a Site Validation Visit is scheduled.

Key in "Yes" to the corresponding "Component Type" if it is offered at the applicant school, otherwise, key in "No." Please describe any additional components that support the applicant school in providing exemplary practices on a separate page. (See p. 13 of the application packet for specific formatting instructions.)

Component Type	Is this component offered?
1. Curriculum aligned to state and district standards	
2. Individual student data system that informs students, staff, and families	
3. District referral process	
4. Data-driven continuous improvement model	
5. Comprehensive range of educational options offered in the district	
6. Shared decision making at district and school levels	
7. Student Success Team model or a variation thereof	
8. Individual Learning Plan for each student	
9. Instructional strategies differentiated to meet the needs of students	
10. Senior project/portfolio or similar project	
11. High rate of parent/guardian/caregiver and stakeholder involvement	
12. Yearbook or other student publication(s)	
13. Art and/or music program(s)	
14. Student government	
15. Reading and/or writing across curriculum	
16. Physical education/sports programs	
17. Co-curricular and extra-curricular activities	

California Department of Education April 2020

## List of Component Types:

- (1) Curriculum aligned to state and district standards;
- (2) Individual student data system that informs students, staff, and families;
- (3) District referral process;
- (4) Data-driven continuous improvement model;
- (5) Comprehensive range of educational options offered in the district;
- (6) Shared decision making at district and school levels;
- (7) Student Success Team model or a variation thereof;
- (8) individual Learning Plan for each student;
- (9) Instructional strategies differentiated to meet the needs of students’;
- (10) Senior project/portfolio or similar project;
- (11) High rate of parental/guardian/caregiver and stakeholder involvement;

# Attachment F: Exemplary Components Checklist (Slide 3)

Attachment F  
Page 1 of 1

**EXEMPLARY COMPONENTS CHECKLIST**

The following list of exemplary components is intended to provide the review team with an overview of the applicant school.

Each component is described in general terms. Use your best judgment in determining whether or not the school offers each component. There will be an opportunity to clarify the details of each checked component if a Site Validation Visit is scheduled.

Key in "Yes" to the corresponding "Component Type" if it is offered at the applicant school, otherwise, key in "No." Please describe any additional components that support the applicant school in providing exemplary practices on a separate page. (See p. 13 of the application packet for specific formatting instructions.)

Component Type	Is this component offered?
1. Curriculum aligned to state and district standards	
2. Individual student data system that informs students, staff, and families	
3. District referral process	
4. Data-driven continuous improvement model	
5. Comprehensive range of educational options offered in the district	
6. Shared decision making at district and school levels	
7. Student Success Team model or a variation thereof	
8. Individual Learning Plan for each student	
9. Instructional strategies differentiated to meet the needs of students	
10. Senior project/portfolio or similar project	
11. High rate of parent/guardian/caregiver and stakeholder involvement	
12. Yearbook or other student publication(s)	
13. Art and/or music program(s)	
14. Student government	
15. Reading and/or writing across curriculum	
16. Physical education/sports programs	
17. Co-curricular and extra-curricular activities	

California Department of Education April 2020

## List of Component Types:

(12) Yearbook or other student publication(s); (13) Art and/or music program(s); (14) Student government; (15) Reading and/or writing across curriculum; (16) Physical education/sports programs; and (17) Co-curricular and extra-curricular activities

**Note:** Any additional components that support the applicant school in providing exemplary practices should be provided on a separate page.



# How to Complete Attachment F: Exemplary Components Checklist

- Key in “Yes” to the corresponding component type if it is offered, otherwise, key in “No.”
- Describe any additional components that support the applicant school in providing exemplary practices on a separate page.

# Attachment G: Application Checklist (Slide 1)

Attachment G  
Page 1 of 1

**APPLICATION CHECKLIST**

Applicants shall use and submit this checklist to verify that the 2020–21 Model Continuation High School Application contains all the required information and that the application elements are in the required sequence. Required information omitted from the application will **disqualify** an applicant.

- Application Cover Sheet (Attachment A)
- School Information Sheet (Attachment B)
  - Waiver Request for average daily attendance (ADA) for Previous Year, Second Principal Apportionment (P2) of less than 75 percent (**If required**)
- Certification Form (Attachment C)
- Glossary (Attachment D)
- Narrative Statements (7 statements)
- Program Effectiveness Statements (4 statements)
- Quality Indicators (Self-Evaluation) Form (Attachment E)
  - Waiver Request for Quality Indicator C3 (**If required**)
- Quality Indicators (Self-Evaluation) Evidence
- Exemplary Components Checklist (Attachment F)
  - Statement to describe any additional components that support the applicant school in providing exemplary practices (**Optional**)
- Master Schedule
- Western Association of Schools and Colleges Award Letter
- Portfolio Criteria and Individual Learning Plans (**Optional**)
- Video Overview of Your School (**Optional**)
- Application Checklist (Attachment G)

California Department of Education April 2020

Applicants shall use and submit this checklist to verify that the 2020–21 MCHS Application contains all the required information and that the application elements are in the required sequence. Required information omitted from the application will disqualify an applicant.

## Items listed:

➤ Application Cover Sheet (Attachment A); Information Sheet (Attachment B); Waiver Request for average daily attendance (ADA) for Previous Year, Second Principal Apportionment (P2) of less than 75 percent (**If required**); Certification Form (Attachment C); Glossary (Attachment D); Narrative Statements (7 statements); Program Effectiveness Statements (4 statements);

# Attachment G: Application Checklist (Slide 2)

Attachment G  
Page 1 of 1

**APPLICATION CHECKLIST**

Applicants shall use and submit this checklist to verify that the 2020–21 Model Continuation High School Application contains all the required information and that the application elements are in the required sequence. Required information omitted from the application will **disqualify** an applicant.

- Application Cover Sheet (Attachment A)
- School Information Sheet (Attachment B)
  - Waiver Request for average daily attendance (ADA) for Previous Year, Second Principal Apportionment (P2) of less than 75 percent (**If required**)
- Certification Form (Attachment C)
- Glossary (Attachment D)
- Narrative Statements (7 statements)
- Program Effectiveness Statements (4 statements)
- Quality Indicators (Self-Evaluation) Form (Attachment E)
  - Waiver Request for Quality Indicator C3 (**If required**)
- Quality Indicators (Self-Evaluation) Evidence
- Exemplary Components Checklist (Attachment F)
  - Statement to describe any additional components that support the applicant school in providing exemplary practices (**Optional**)
- Master Schedule
- Western Association of Schools and Colleges Award Letter
- Portfolio Criteria and Individual Learning Plans (**Optional**)
- Video Overview of Your School (**Optional**)
- Application Checklist (Attachment G)

California Department of Education April 2020

## Items listed:

- Quality Indicators (Self-Evaluation) Form (Attachment E); Waiver Request for Quality Indicator C3 (**If required**); Quality Indicators (Self-Evaluation) Evidence; Exemplary Components Checklist (Attachment F); Statement to describe any additional components that support the applicant school in providing exemplary practices (**Optional**); Master Schedule; Western Association of Schools and Colleges Award Letter; Portfolio Criteria and Individual Learning Plans (**Optional**); Video Overview of Your School (**Optional**); Application Checklist (Attachment G)

# How to Complete Attachment G: Application Checklist

- Ensure that your application packet includes all **required** items.
  - “Required” items omitted from the application will **disqualify** an applicant.
- Place a check by each item included in the application packet
- Be sure to place the items in the order provided on the checklist and/or the Application Assembly section of the application packet.
- The completed checklist **must** be included as the **last page** of the application packet.

# Narrative Statements

- Review the guidelines for each statement.
- Statements must be on 8 ½ by 11-inch paper, single-sided, typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
  - See Appendix 5 for reference
  - The top margin setting for the Community Member Statement may be adjusted based on the position of the logo. However, the statement is still limited to one page.
- Each statement is limited to **one** page.
- Only **one** statement is to be submitted for each of the seven topics.

# Sample Email to Community Member (Slide 1)

Dear Sarah Brown:

I sincerely appreciate your willingness to write a letter of support for Sample High School (SHS). This document will be included as part of our school's 2020–21 Model Continuation High School (MCHS) Application.

The application describes specific guidelines that **must** be followed in order for a school to be considered for MCHS recognition by the California Department of Education (CDE). Therefore, I ask that you adhere to the following guidelines when preparing your letter.

- The letter **must** be placed on your organization's letterhead and **must** include your title
- The letter **must** be about the impact the school and its students have on the community
- The letter should **not** be about the “partnership” between the school and community member or what the community member does for the school.

# Sample Email to Community Member (Slide 2)

In addition, your letter is limited to **one** page and **must** be typewritten on 8 ½ by 11-inch white paper, using 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins. The top margin may be adjusted based on the positioning of your organization's logo.

Since our MCHS application is due to the CDE by mid-October, I would appreciate receiving your letter by October 1, 2020.

Please feel free to contact me if you have any questions or concerns regarding this subject.

Again, thank you for your continued support of SHS!

Sincerely,

Martha Winters, Principal  
Sample High School

# Program Effectiveness Statements

- Review the guidelines for each statement.
- Statements must be on 8 ½ by 11-inch paper, single-sided, typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
  - See Appendix 5 for reference.
- Each statement is limited to **one** page.
- Only **one** statement is to be submitted for each of the four topics.



# Evidence for Quality Indicators (Self-Evaluation) Slide 1

- On a separate sheet of paper, provide evidence for each Quality Indicator.
  - Briefly describe the evidence that substantiates the implementation of each Quality Indicator.
  - Clearly indicate the letter and number of each Quality Indicator above your response.
  - Evidence must be on 8 ½ by 11-inch paper, single-sided, typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
  - Place the evidence directly behind Attachment E.

# Evidence for Quality Indicators (Self-Evaluation) Slide 2

- The intent of Quality Indicator B2 is to verify that students have access to courses that meet the University of California entrance requirements.
- If Quality Indicator C3 is marked, “Not in Place” signifying that the student-teacher ratio exceeds 20:1, an applicant may submit a one-page narrative that describes how the school is exemplary and request that the 15:1 ratio be waived.
  - The narrative must be on 8 ½ by 11-inch paper, single-sided, typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
  - Place the narrative behind Attachment E.

# Assembling the Application (Slide 1)

- 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.
- Assemble the application as outlined on the next slide. Also refer to p. 3 of the application packet and/or the Application Checklist (Attachment G).

# Assembling the Application (Slide 2)

1. Application Cover Sheet (Attachment A)
2. School Information Sheet (Attachment B)
  - a. Waiver request for ADA for P2 of less than 75 percent (**If required**)
3. Certification Form (Attachment C)
4. Glossary (Attachment D)
5. Narrative Statements (7 statements)
6. Program Effectiveness Statements (4 statements)
7. Quality Indicators (Self-Evaluation) Form (Attachment E)
  - a. Waiver request for Quality Indicator C3 (**If required**)

# Assembling the Application (Slide 3)

8. Quality Indicators (Self-Evaluation) Evidence
9. Exemplary Components Checklist (Attachment F)
  - a. Statement to describe additional components that support the school in providing exemplary practices (Optional)
10. Master Schedule
11. WASC Award Letter
12. Portfolio Criteria and Individual Learning Plans (Optional)
13. Video Overview of Your School (Optional)
14. Application Checklist (Attachment G)

# Evaluation Process (Slide 1)

## 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.

# Evaluation Process (Slide 2)

## 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

# Evaluation Process (Slide 3)

## Step 2: Application Review (continued)

- It is possible to receive a score of 33 points—maximum of 21 points for the narrative statements and 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 the reading session.



# Evaluation Process (Slide 4)

## 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 review team may recommend the applicant school for MCHS status to the CDE, where a final determination will be made.

## 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.
- 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.

# Evaluation Process (Slide 5)

## 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.

# Reasons for Disqualification from the Application Screening Process (Slide 1)

- Late submissions (faxed or emailed copies will not be accepted)
- 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
- Narrative Statements that do not include the title of the statement as a header, are not typewritten, exceed the one page limit, are not typewritten 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
- Program Effectiveness Statements that do not include the title of the page as a header, are not typewritten, exceed the one page limit, are not typewritten 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

# Reasons for Disqualification from the Application Screening Process (Slide 2)

- Any Quality Indicators marked “Not in Place”, with the exception of Quality Indicator C3 (waiver may be requested)
  - Waiver request **must** be submitted if Quality Indicator C3 is marked “Not In Place.” Applications with a waiver request for Quality Indicator C3 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, does not use normal character spacing, and do not have one-inch margins
- Schools with Initial, Interim, Candidate status, or those that submit a certificate as verification of their WASC accreditation do not meet the criteria

# Webinar Materials

The PowerPoint and recording from today's webinar will be made available on the CCEA Plus Model Schools web page at <https://cceanet.org/awards/model-school/>.

# Questions

Send your questions and/or comments to the email address listed below:

[CONTINUATIONEDUC@cde.ca.gov](mailto:CONTINUATIONEDUC@cde.ca.gov)

# Contact Information

For assistance with completing the application, please contact:

Jacie Ragland, Education Administrator I  
Yvonne Evans, Education Programs Consultant  
Darice Barefield, Technical Assistant Analyst  
California Department of Education  
Educational Options Office  
[CONTINUATIONEDUC@cde.ca.gov](mailto:CONTINUATIONEDUC@cde.ca.gov)  
916-323-2183

Visit the CDE's MCHS Recognition Program web page at  
<https://www.cde.ca.gov/ta/sr/mc/index.asp>

**Thank You For Your  
Participation**