

MODEL CONTINUATION HIGH SCHOOL RECOGNITION PROGRAM

2020–21

Model Continuation High School Application



Application Due Date:

Thursday, October 22, 2020

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 p. 2.)
2. Complete the Intent to Submit online form by **4:00 p.m. on October 15, 2020**.
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 October 22, 2020**.

~~Yvonne Evans~~ <begin add> Dan Sackheim <end add>,
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 4, 2020	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

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 pp. 8–9 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 1–6). 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, the List of Current MCHS, Sample Student Statement, and Sample Quality Indicators (Self-Evaluation) Evidence provide additional information. The applicant school is encouraged to visit an MCHS to observe exemplary practices.
3. Complete Attachments A–E 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 Narrative Statements and Program Effectiveness Statements. (See pp. 9–12 for specific formatting instructions.)
5. Complete Attachment F. A statement to describe any additional components that support the applicant school in providing exemplary practices may be included. (See p.12 for specific formatting instructions.)
6. If required, prepare the waiver request for ADA for P2 of less than 75 percent. (See pp. 8–9 for specific formatting instructions.)

7. If required, prepare the waiver request for Quality Indicator C3. (See p. 11 for specific formatting instructions.)
8. Review the Application Evaluation Process.
9. Complete Attachment G. 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, excluding those listed as “If required” or “Optional”, must be submitted for the application to be considered complete and must be assembled in the order listed below.

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**)
8. Quality Indicators (Self-Evaluation) Evidence
9. Exemplary Components Checklist (Attachment F)
 - a. Statement to describe additional components that support the applicant 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)

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 the reading session.

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, 2020, will result in the applicant being considered ineligible for designation as a 2021 MCHS.

However, if the district is granted an extension, the applicant may obtain a letter from the auditor. The letter must state that there are no audit findings related to the applicant. This document **must** be submitted to the EOO via email at CONTINUATIONEDUC@cde.ca.gov by January 3, 2021.

It is up to the applicant to relay the importance of a timely submission to their 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 2020–21 MCHS application year will be for the period of April 2021 to March 2024. Schools that receive the MCHS designation are encouraged to submit a new MCHS application in the 2023–24 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 Plus (CCEA Plus). The CCEA Plus 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 Plus to cover the processing costs for review and evaluation of the applicant school's application.

The CCEA Plus 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 Gerardo Abrica, President, CCEA Plus, by phone at 559-782-7130 or by email at gerardoabrica@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 website 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 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 2020–21 application.

If the applicant school is selected as an MCHS in 2021, you may obtain a copy of the form from the CDE MCHS Recognition Program web page at <https://www.cde.ca.gov/ta/sr/mc/> and retain it for your records. Complete the form and submit it to the CDE on or before the following dates: **June 30, 2022**, and **June 30, 2023**. A reminder email will be sent to principals and district superintendents in mid-May 2022 and 2023. The original Annual Assurance of Services Form shall include **all** original signatures in **blue ink**.

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 CDE 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, October 15, 2020**.

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 48 hours, please contact the EOO by email at CONTINUATIONEDUC@cde.ca.gov.

Application Webinar

A webinar for prospective applicants is scheduled to be held on Thursday, May 14, 2020. Any principal interested in applying may participate. The webinar will provide information regarding the application and the application process. It will point out items that have disqualified applicants in previous years and will address as many questions as possible submitted during the webinar.

To sign up for the webinar and receive the required login information, check for scheduling and details on the CDE MCHS Recognition Program web page at <https://www.cde.ca.gov/ta/sr/mc/>.

APPLICATION INSTRUCTIONS

Section 1: Application Cover Sheet

The Application Cover Sheet (Attachment A) shall include all original signatures **in blue ink**. Include the completed Application Cover Sheet as the **first page** of your application. (See p. 1 for mailing instructions.)

Section 2: School Information Sheet

Complete all items on the School Information Sheet (Attachment B). 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 D. 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) Evidence, e.g., School Accountability Report Card.

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. Each Narrative 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, using an 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins. (See Appendix 5 for reference.)

Note: The top margin setting for the Community Member Statement may be adjusted based on the position of the organization's logo. However, the statement is still limited to one page.

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 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 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. 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. 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, using an 11 or 12-point Arial font, singled-spaced, normal character spacing, with one-inch margins. (See Appendix 5 for reference.)

Disqualification from Eligibility: Applications with 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 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 2019–20 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 (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 E. For each indicator, mark the appropriate box.

On a separate sheet of paper, 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. (See Appendix 6 for reference.)

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 marked "Not in Place", with the exception of Quality Indicator C3, will be disqualified. A 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 will be disqualified. 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 F). Check the appropriate box for each listed component.

On a separate sheet of paper, applicants may prepare a statement to briefly describe any additional components that support the applicant school in providing exemplary practices. Include the title, "Additional Components" as the header. The statement 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.

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 in 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 G) 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 C). 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

Abraxas High School, 4/2020–3/2023 12450 Glenoak Road Poway, CA 92064-3299 Alain Henry, Principal 858-748-5900	Desert Oasis High School, 4/2018–3/2021 1302 South Third Street El Centro, CA 92243-6604 Fernando O'Campo, Administrator 760-336-4555
Alessandro High School, 4/2020–3/2023* 831 East Devonshire Avenue Hemet, CA 92543-3052 Tara O'Malley, Principal 951-765-5182	Desert Valley High School, 4/2020–3/2023* 104 West Magnolia Street Brawley, CA 92227-1583 Antonio Munguia, Principal 760-312-5100
Amistad High School, 4/2020–3/2023 83-501 Dillon Avenue Indio, CA 92201-3325 David Gustafson, Principal 760-775-3570	Dr. John H. Milor Continuation High School, 4/2019–3/2022 266 West Randall Rialto, CA 92376-6926 Kyla Griffin, Principal 909-820-8110
Aurora High School, 4/2018–3/2021 1391 Kloke Road Calexico, CA 92231-4228 John Moreno, Principal 760-768-3940	Garfield High School, 4/2020–3/2023 1255 16 th Street San Diego, CA 92101-4759 Jolie Pickett, Principal 619-362-4500
Black Rock High School, 4/2020–3/2023 59273 Sunnyslope Drive Yucca Valley, CA 92284-5996 Jennifer Sands, Principal 760-365-5922	Gilbert High School, 4/2020–3/2023* 1800 Ball Road Anaheim, CA 92804-5516 Katrina Callaway, Coordinator 714-999-3738
Brea Canyon High School, 4/2019–3/2022* 689 North Wildcat Way Brea, CA 92821-7400 Kristen Risberg, Principal 714-990-7882	Glen View High School, 4/2020–3/2023 939 East Tenth Street Beaumont, CA 92223-1927 Benisha Carr, Principal 951-769-8424

Region 1 (continued)

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

Hare (Marie L.) High School, 4/2019–
3/2022*
12012 Magnolia Street
Garden Grove, CA 92841-1644
Lydia Machado, Principal
714-663-6508

Hillside High School, 4/2020–3/2023*
1558 West Ninth Street
Upland, CA 91786-5636
Jerry Adams, Principal
909-949-8400

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
Jenna Saugstad, 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, 4/2020–3/2023*
515 Texas Street
Redlands, CA 92374-3071
Carol Ruhm, Principal
909-307-5380

Ortega High School, 4/2020–3/2023
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
Miriam Duggan Principal
619-407-4800

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

Richland Continuation High School, 4/2020–
3/2023*
615 North Lemon Street
Orange, CA 92867-6611
Elsie Briseno-Simonovski, Principal
714-997-6167

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

Silverado High School, 4/2020–3/2023
25632 Peter A. Hartman Way
Mission Viejo, CA 92691-3118
David Gordon, Principal
949-586-8800

Region 1 (continued)

Twin Oaks High School, 4/2020–3/2023
158 Cassou Road
San Marcos, CA 92069-9702
Garth Phillips, Principal
760-290-2555

Val Verde High School, 4/2020–3/2023
972 West Morgan Street
Perris, CA 92571-3103
Steve Coelho, Principal
951-940-6155

Valley High School, 4/2020–3/2023*
410 North Hidden Trails Road
Escondido, CA 92027-5333
Cory Gregory, 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
Lonny Root, 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, 4/2020–3/2023*
3717 Michelson Street
Lakewood, CA 90712-1402
Morrie Kosareff, Principal
562-602-8090

Central Continuation High School, 4/2020–
3/2023
716 East 14th Street
Los Angeles, CA 90021-2114
Helene Cameron, Principal
213-745-1901

Central Valley High School, 4/2020–3/2023
526 Mannel Avenue
Shafter, CA 93263-1810
Michael Akey, Principal
661-746-4281

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
Xochitl Ortiz, 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
John Casato, 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

Region 2 (continued)

Delta High School, 4/2018–3/2021*
4893 Bethany Lane
Santa Maria, CA 93455-4880
Sal Reynoso, 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, 4/2020–3/2023*
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

Frontier High School, 4/2020–3/2023
545 Airport Way
Camarillo, CA 93010-8581
Christina Mahone, Principal
805-389-6450

Jereann Bowman High School, 4/2020–
3/2023*
21508 Centre Pointe Parkway
Santa Clarita, CA 91350-2947
Eran Zeevi, Principal
661-253-4400

Kurt T. Shery High School, 4/2020–3/2023*
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

North Park Continuation High School,
4/2020–3/2023
4600 Bogart Avenue
Baldwin Park, CA 91706-2703
Anthony Ippolito, Principal
626-337-4407

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

Owensmouth High School, 4/2020–3/2023*
6921 Jordan Avenue
Canoga Park, CA 91303-1997
Gerardo Cervantes, Principal
818-340-7663

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

Region 2 (continued)

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

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

Renaissance High School, 4/2020–3/20203
333 North Palm Avenue
Santa Paula, CA 93060
Robin Gillette, Principal
805-525-4407

Rose City High School, 4/2020–3/2023
351 South Hudson Avenue
Pasadena, CA 91101-3507
Brian Stanley, Principal
626-396-5620

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

Santana High School, 4/2020–3/2023
341 South La Seda Road
La Puente, CA 91744-5980
Gregory Perez, Principal
626-965-5971

Sierra High School, 4/2018–3/2021*
1040 East Gladstone Street
Azusa, CA 91702-4837
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
Jacinto Zavala, 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

Region 2 (continued)

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, 4/2020–3/2023*
901 Boynton Avenue
San Jose, CA 95117-2006
Sarah Thomas, Principal
408-626-3404

Broadway High School, 4/2020–3/2023*
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

Citrus High School, 4/2020–3/2023
261 East Mulberry Avenue
Porterville, CA 93257-4822
Scott Braden, Principal
559-782-7130

Donald C. Jamison Continuation High School, 4/2020–3/2023
351 East Bush Street
Leemore, CA 93245-3601
Valerie Botelho, Principal
559-924-6620

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

Heartland Alternative Education High School, 4/2020–3/2023
2269 Sylvia Street
Drew Sylvia, Principal
559-898-6670

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

Region 3 (continued)

Kaweah High School, 4/2020–3/2023
1107 E Rocky Hill Drive
Exeter, CA 93221-1307
Darin Pace, Principal
559-592-4420

Kings Canyon High School, 4/2019–3/2022
10026 South Crawford Avenue
Dinuba, CA 93618-9208
Randy Bessey, Director
559-305-7393

Kings River High School, 4/2019–3/2022*
1801 Seventh Street
Sanger, CA 93657-2895
Jon Tillotson, 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

Pershing Continuation High School, 4/2020–
3/2023
855 West Nielsen
Fresno, CA 93706-1700
Nick Hustedde, Principal
559-268-2272

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

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

Region 4

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

Black Diamond High School, 4/2020–
3/2023*
1131 Stoneman Avenue
Pittsburg, CA 94565-5466
Brian Wilson, Principal
925-473-4480

Discovery High School, 4/2020–3/2023
3401 Fong Ranch Road
Sacramento, CA 95834-1797
Keven MacDonald, Principal
916-928-5200

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

Region 4 (continued)

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

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 High School, 4/2020–3/2023*
4455 Seneca Park Avenue
Fremont, CA 94538-4028
Salvador Herrera, Principal
510-657-9155

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, 4/2020–
3/2023*
11661 Donner Pass Road
Truckee, CA 96161-4953
Greg Wohlman, Principal
530-582-2640

Sunset High School, 4/2020–3/2023
2500 Elk Valley Cross Road
Crescent City, CA 95531-8461
Tony Fabricius, Principal
707-464-0380

Valley Oak High School, 4/2020–3/2023
1600 Myrtle Avenue
Napa, CA 94558-4743
Maria Cisneros, Principal
707-253-3791

Vicente Martinez High School, 4/2020–
3/2023*
925 Susana Street
Martinez, CA 94553-3212
Lori O'Connor, Principal
925-335-5880

Village High School, 4/2020–3/2023*
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

Appendix 5

Sample Narrative Statement (Student Statement)

April 23, 2020

My name is Sarah Kind and I am a senior at United High School (UHS). As the eldest of six children, I have a lot of responsibility. My mom has to work two jobs in order to care for me and my brothers and sisters. It hurt me to see her have to work so hard, so I picked up a part-time job to help out during my sophomore year.

Just when I thought things could not get any worse, my dad was diagnosed with colon cancer. Unfortunately, having to work and go to school and seeing my dad's health decline became too overwhelming for me. My grades began to slip and I started to feel depressed. I did not want to burden my mom, so I just kept my feelings bottled up inside.

At the beginning of my junior year, I ended up transferring to UHS. I had heard that it was a school for the "bad kids", so I really was not too excited about having to attend. However, once I arrived on campus, my perspective changed.

My principal, Mr. Frost, called a meeting with me and my mom to discuss how I could get back on track for graduation. He gave me a campus tour and introduced me to my teachers and Mrs. Heidelberg, the counselor most of us students affectionately call, "Mrs. H" Mrs. H has been my ROCK. She supports me on my good days and especially on my bad days.

With the help of my teachers, my grades have improved tremendously. I have been honored as student of the month twice. I have also developed a passion for writing. Writing really helped me to express my emotions after my dad passed away in December 2019. My friends at UHS and Mrs. H really helped to support me through that dark time in my life.

Last semester, the admissions counselor from Center Community College (CCC) came to UHS to speak with the juniors and seniors about the programs they have to offer. My dad had always talked to me about going to college, so I decided to apply. I recently learned that I was accepted to CCC and will begin school this summer with the support of the Extended Opportunity Program Services program.

With the help of my teachers, Mr. Frost, and Mrs. H, I was able to improve my grades and graduate on time. I am proud to say that I was a student at UHS. Go Panthers!

Sincerely,

Sarah Kind

Sarah Kind (Graduating Class of 2020)

Appendix 6

Sample Quality Indicators (Self-Evaluation) Evidence

(Excerpts were taken from previous applications.)

A. School Management

- A1.** All students attend a week-long orientation program (parent/guardian attend on day one), where they are introduced to the counselors, school social worker, and intervention specialists. Monthly collaboration meetings are held to discuss the culture, climate, student, and program needs. The school offers parents the opportunity to meet staff.
- A2.** The principal shares decision making through participation in Western Association of Schools and Colleges, the School Site Council, Instructional Leadership Teams and department chair meetings, and monthly staff meetings. He maintains an open-door policy and considers everybody's input. A positive climate is also established through monthly staff socials, refreshments at meetings, and recognition of accomplishments.
- A3.** All placements are approved through the Child Welfare and Attendance Office for the district. All policies and legal requirements are addressed at that this time. Additionally, all voluntary transfers are approved through the Child Welfare and Attendance Office. This review process allows all student rights to be protected.
- A4.** Special education students are referred to the school for the same reason as general education students in that they are credit deficient. When a resource student is identified as credit deficient and off pace to graduate, the referring comprehensive school sets a Transition Meeting Individualized Education Program at the host site led by the district's program supervisor.
- A5.** Resources allocated to the school mirror those given to other sites in the district. Students receive all needed materials to be successful in completing coursework. Additionally, the district provides opportunities to recognize students through quarterly Rotary Club scholarships and recognition. Outstanding students also receive quarterly Board recognition.
- A6.** The school enjoys the support and autonomy to best meet the needs of our students: Local Control and Accountability Plan, school budget, community donations, scholarships and community recognition, Senior Award Night, College Signing Day, Senior Awards Night, School Board Student Recognition, District attendance awards, support donation for the Chamber of Commerce, Teacher of the Year, District newsletter, flexibility in programs and in work environment.
- A7.** Our students are encouraged to participate at their home schools through various avenues such as athletics, band, choir, on-line courses, summer school and specialty classes. Students are also encouraged to benefit from concurrent enrollment with CTE, Adult Education, and our local community college. Such participation is discussed during our intake meeting and can be found on students' schedules and transcripts.

A8. The school operates on a 5 credit/class system. Students are assigned five semester credits for completion of each class passed in a nine-week quarter. Students are enrolled in five classes per quarter. All classes are weighted equally. Individual teachers determine the appropriate letter grade based on requirements and grading guidelines of each class. A student successfully earns five credits with a mark of A, B, C, or D and does not receive credit for an F.