

MODEL CONTINUATION HIGH SCHOOL RECOGNITION PROGRAM

2021–22

Model Continuation High School Application



Application Due Date:

Friday, September 24, 2021

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 and required forms, reference materials, and instructions for submitting the application.

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 September 17, 2021**.
3. Submit **a single PDF** of the completed application to the California Department of Education (CDE) via the exFiles File Transfer System. Applications must be received by **4:00 p.m. on September 24, 2021**.

Note: Late and/or incomplete submissions of the MCHS application will result in **disqualification** from the reading process.

Timeline

May 20, 2021	Applications available to the field
May 26, 2021	Application Webinar
September 17, 2021.....	Intent to Submit online form to be completed
September 24, 2021	Applications due
October 7–8, 2021.....	Northern Applications reviewed and rated
October 14–15, 2021.....	Southern Applications reviewed and rated
October 18, 2021–December 17, 2021	Site Validation Visits
December 15, 2021	District Audit Reports due
February 8, 2022.....	Schools notified
April/May 2022	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 is accredited by the Western Association of Schools and Colleges (WASC).
3. 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.

IMPORTANT NOTE: Applicants are normally required to meet and/or address the 75 percent daily attendance rate standard. However, this information is **not required for the 2021–22 MCHS Application** due to the complications of COVID-19 and distance learning.

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. 10–12 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.14 for specific formatting instructions.)
6. If required, prepare the waiver request for Quality Indicator C3. (See p. 14 for specific formatting instructions.)

7. Review the Application Evaluation Process.
8. 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 included as the last page of the completed application.

Application Assembly

The completed application is to be submitted as a **single PDF**. Pages are to be single-sided. Each of the items listed below, excluding those listed as “Optional”, must be included 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)
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. Link to Video Overview of Your School (**Optional**)
14. Application Checklist (Attachment G)

Application Submission Process

Applications **must** be uploaded into the CDE exFiles File Transfer System by 4 p.m. on Friday, September 24, 2021. Instructions for naming your PDF document and uploading your PDF document to the exFiles File Transfer System can be found below.

Step 1: **Naming Your Document.** When you create your document, please name it as described below:

- School Name County-District-School (CDS) code_MCHS21
- Example: Treasure High_34 65656 0000001_MCHS21

Note: Make sure that the document name **does not exceed** 40 characters, including blank spaces. It is appropriate to shorten your school's name, if necessary. Your 14-digit CDS code **must** be included in its entirety along with the text, "MCHS21".

Step 2: **Uploading Your PDF Document.** Follow the instructions below to complete the upload process into the exFiles File Transfer System for the "2021–22 MCHS Applications" Project:

- After creating your PDF document and labelling as instructed above, enter the Project URL for the exFiles File Transfer System (**will be provided via email**) into your web browser.
- Once you arrive at the exFiles File Transfer System web page, you will be prompted to enter the Project Code (**will be provided via email**).
- After you enter the Project Code, you will be prompted to enter the Password (**will be provided via email**).
- Next, you will be asked to select a file to upload. Click the "Browse" button. Then navigate to the PDF document you want to upload.
- After selecting the PDF document, you will return to the file upload screen. In the description text box, enter the exact name of the PDF document selected for upload.

Note: The name of the PDF document you selected and the description **must** be the same.

- Once you have selected the PDF document and entered the PDF document name into the description text box, click the "Upload File" button.

Note: Do not encrypt the file. Do not select a file encryption type or enter anything into the File Encryption Password text box. Just click the "Upload File" button.

- After you click “Upload File”, the name of the PDF document and the description of the PDF document (these should be the same), will be displayed in the File Listings table.
- Within the File Listings table, a date and time stamp will be displayed next to the PDF document name and description of your application.

Note: The information displayed in the File Listings table will serve as your confirmation receipt. It is highly recommended that you print this page for your records.

The Educational Options Office (EOO) **will not** verify if the PDF document submitted contains all of the necessary required elements. It is the responsibility of each applicant to ensure their application is completed in full.

If you suspect that you did not include all required documents, you must contact the EOO by email at CONTINUATIONEDUC@cde.ca.gov and request your previous submission be deleted. Once the previous submission has been deleted, you must then upload the new PDF document in its entirety, prior to the deadline on **Friday, September 24, 2021, at 4 p.m.**

If an applicant submits multiple PDF documents with only partial information, regardless of whether they comprise all the requirements in the 2021–22 MCHS Application, they will be considered two separate incomplete applications, and the application will automatically be disqualified from the reading process.

Application Evaluation Process

Step 1: **Application Screening.** Each application will be screened by EOO staff to determine if it meets the minimum eligibility criteria. EOO staff **will not** notify applicants of application omissions and **will not** accept 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
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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 each 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 during 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, 2021, will result in the applicant being considered ineligible for designation as a 2022 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, 2022.

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 Director of the Family Engagement Office.

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

Applicants that are recommended for MCHS designation will be notified via congratulatory phone call from EOO staff and official letter and news release issued by the CDE’s Communications Division.

Model Continuation High School Designation Period

Schools that are awarded MCHS designation for the 2021–22 MCHS application year will be for the period of April 2022 to March 2025. Schools that receive the MCHS designation are encouraged to submit a new MCHS application in the 2024–25 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 2021–22 application.

If the applicant school is selected as an MCHS in 2022, 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, 2023**, and **June 30, 2024**. A reminder email will be sent to principals and district superintendents in mid-April 2023 and 2024. The Annual Assurance of Services Form should include electronic signatures **or** original signatures in **blue ink**. Submission instructions are provided on the form.

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 Friday, September 17, 2021**.

Please be sure to print a copy for your records. An automated email will be sent to confirm receipt of your online form. If you do not receive a confirmation email within 72 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 Wednesday, May 26, 2021. Any principal interested in applying may participate or whomever they appoint to attend in their place. 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) may include electronic signatures, original signatures, or typed name. Include the completed Application Cover Sheet as the **first page** of your application.

Section 2: School Information Sheet

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

IMPORTANT NOTE: Applicants are normally required to meet and/or address the 75 percent daily attendance rate standard. However, this information is **not required for the 2021–22 MCHS Application** due to the complications of COVID-19 and distance learning.

The information provided below for computing daily attendance rate is just for reference for those familiar with the application process.

Computing the Daily Attendance Rate for Your School

The daily attendance rate is based on the time period from the beginning of the previous school year until through the Second Principal Apportionment reporting period (P2), of that year.

- Start with the average daily attendance reported for the previous year at P2.
- Divide that by the average daily enrollment reported for the previous year at P2

- Multiple your answer by 100.

$$\left[\frac{\text{average daily attendance}}{\text{average daily enrollment}} \right] \times 100 = \text{Daily Attendance Rate (\%)}$$

If the school does not meet the 75 percent daily attendance rate 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 daily attendance rate being below 75 percent and provide an attendance improvement plan of action with steps to bring the P2 daily attendance rate 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.

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 Organization or Community Business Representative Statement), the Program Effectiveness Statements, and the Quality Indicators (Self-Evaluation) Evidence. (See example below.)

- CTE = Career Technical Education
- WASC = Western Association of Schools and Colleges

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 Organization or Community Business Representative Statement may be adjusted based on the position of the organization's/business' 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 their personal experiences at the school and describe ways the school has helped them to be successful (e.g., improved attendance, improved behavior, earning credits, gaining employment, addressing stress factors that had been barriers to achievement 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 their student(s) achieve their goals (e.g., improving school attendance, earning credits, goal setting, improved behavior, addressing stress factors that had been barriers to achievement 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 Organization or Community Business Representative Statement.** This statement **must be placed on letterhead from their community organization or community business** and the representative's title must be included. It **must** be about the impact the school and its students have on the community. The representative making the statement must not be employed by the school district. This statement should not be about the "partnership" between the school and community organization or community business or what the community organization or business does for the school.

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 2020–21 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 Assessments for English language arts/literacy (ELA) and mathematics results, Smarter Balanced Summative Assessment results, English Language Proficiency Assessments for California results, district results, California School Climate, Health, and Learning Survey (Cal-SCHLS) System results available on the CA School Climate, Health, & Learning Surveys – *CalEdFacts* web page at <https://www.cde.ca.gov/ls/he/at/cefcalschssystem.asp> (including the California Healthy Kids Survey, California School Staff Survey, and the California School Parent Survey) and other sources). Discuss how staff uses these data to support instructional improvement. Also, discuss if there were any exceptions in your use of such data due to the COVID-19 pandemic or modifications to statewide assessments.
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 average daily attendance 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: Link to Video Overview of Your School (Optional)

The applicant school has the option of submitting a link to a video overview of your school, or any aspect of your school, as part of the application. The video must not exceed five minutes in length. 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 link.

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 EOO 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. An electronic signature, original signature, or typed name must be provided.

Appendix 1

Expectations for Site Validation Visits

The applicant school is responsible for showcasing the components that make it a Model Continuation High School (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 California Department of Education.

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 a Model Continuation High School (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 California Department of Education.

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)
The California Continuation Education Association Plus is organized into four regions.

School	Region	Designation Period	School Address	School Phone	Administrator
Abraxas High School	1	4/2020-3/2023	12450 Glenoak Road Poway, CA 92064-3299	(858) 748-5900	Alain Henry
Alessandro High School	1	4/2020-3/2023*	831 East Devonshire Avenue Hemet, CA 92543-3052	(951) 765-5182	Tara O'Malley
Alta Vista High School	3	4/2019-3/2022*	1325 Bryant Avenue Mountain View, CA 94040-4527	(650) 691-2433	Bill Pierce
Amistad High School	1	4/2020-3/2023	83-501 Dillon Avenue Indio, CA 92201-3325	(760) 775-3570	David Gustafson
Angel's Gate Continuation High School	2	4/2021-3/2024	3607 South Gaffey Street San Pedro, CA 90731-6969	(310) 221-4600	Paul Valanis
Aurora High School	1	4/2021-3/2024*	1391 Kloke Road Calexico, CA 92231-4228	(760) 768-3940	John Moreno
Black Diamond High School	4	4/2020-3/2023*	1131 Stoneman Avenue Pittsburg, CA 94565-5466	(925) 473-4480	Brian Wilson
Black Rock High School	1	4/2020-3/2023	59273 Sunnyslope Yucca Valley, CA 92284-5996	(760) 365-5922	Jennifer Sands

School	Region	Designation Period	School Address	School Phone	Administrator
Boynton High School	3	4/2020-3/2023*	901 Boynton Avenue San Jose, CA 95117-2006	(408) 626-3404	Sarah Thomas
Brea Canyon High School	1	4/2019-3/2022*	689 North Wildcat Way Brea, CA 92821-7400	(714) 990-7882	Kristin Risberg
Broadway High School	3	4/2020-3/2023*	4825 Speak Lane San Jose, CA 95118-3769	(408) 535-6285	Giovanni Bui
Buena Vista High School	2	4/2020-3/2023*	3717 Michelson Street Lakewood, CA 90712-1402	(562) 602-8090	Morrie Kosareff
Calaveras Hills High School	3	4/2019-3/2022	1331 East Calaveras Boulevard Milpitas, CA 95035-5707	(408) 635-2690	Carl Stice
Calico Continuation High School	1	4/2021-3/2024	33525 Ponnay Yermo, CA 92327	(760) 254-2715	Brice Scott
Central Continuation High School	2	4/2020-3/2023	716 East 14th Street Los Angeles, CA 90021-2114	(213) 745-1901	Helene Cameron
Central Valley High School	2	4/2020-3/2023	526 Mannel Avenue Shafter, CA 93263-1810	(661) 746-4281	Michael Akey
Chaparral High School	2	4/2021-3/2024	121 West Allen Avenue San Dimas, CA 91773-1437	(909) 971-8240	Christine Black
Citrus High School	3	4/2020-3/2023	261 East Mulberry Avenue Porterville, CA 93257-4822	(559) 782-7130	Scott Braden

School	Region	Designation Period	School Address	School Phone	Administrator
Columbus High School	2	4/2019-3/2022	12330 Woodruff Avenue Downey, CA 90241-5610	(562) 904-3552	Xochitl Ortiz
Conejo Valley High School	2	4/2019-3/2022	1400 East Janss Road Thousand Oaks, CA 91362-2198	(805) 498-6646	Martin Manzer
Del Puerto High School	3	4/2021-3/2024	640 M Street Patterson, CA 95363-2215	(209) 892-4720	Jose Sanchez
Del Valle Continuation High School	4	4/2021-3/2024	2253 Fifth Street Livermore, CA 94550-4549	(925) 606-4709	Erik Taylor
Delta High School	2	4/2021-3/2024*	4893 Bethany Lane Santa Maria, CA 93455-4880	(805) 937-6356	Sal Reynoso
Desert Oasis High School	1	4/2021-3/2024*	1302 South Third Street El Centro, CA 92243-6604	(760) 336-4555	Fernando O'Campo
Desert Valley High School	1	4/2020-3/2023*	104 West Magnolia Street Brawley, CA 92227-1583	(760) 312-5100	Antonio Munguia
Discovery High School	4	4/2020-3/2023	3401 Fong Ranch Road Sacramento, CA 95834-1797	(916) 928-5200	David Rodriguez
Donald C. Jamison Continuation High School	3	4/2020-3/2023	351 East Bush Street Lemoore, CA 93245-3601	(559) 924-6620	Valerie Botelho
Dr. John H. Milor Continuation High School	1	4/2019-3/2022	266 West Randall Rialto, CA 92376-6926	(909) 820-8110	Kyla Griffin

School	Region	Designation Period	School Address	School Phone	Administrator
El Camino High School	2	4/2019-3/2022	14625 Keese Drive Whittier, CA 90604-3119	(562) 210-2700	Mark Hunter
Fairvalley High School	2	4/2020-3/2023*	758 West Grondahl Street Covina, CA 91722-2065	(626) 974-4800	Dana Craig
Frontier High School	2	4/2021-3/2024*	9401 South Painter Avenue Whittier, CA 90605-2729	(562) 698-8121	Margie Moriarty
Frontier High School	2	4/2020-3/2023	545 Airport Way Camarillo, CA 93010-8581	(805) 389-6450	Christina Mahone
Garfield High School	1	4/2020-3/2023	1255 16th Street San Diego, CA 92101-4759	(619) 362-4500	Jolie Pickett
George and Evelyn Stein Continuation High School	4	4/2021-3/2024	650 West 10th Street Tracy, CA 95376	(209) 830-3395	Amy Thompson
Gilbert High School	1	4/2020-3/2023*	1800 Ball Road Anaheim, CA 92804-5516	(714) 999-3738	Katrina Callaway
Glen View High School	1	4/2020-3/2023	939 East Tenth Street Beaumont, CA 92223-1927	(951) 769-8424	Benisha Carr
Green Valley High School	1	4/2021-3/2024*	35948 Susan Street Yucaipa, CA 92399-5299	(909) 790-8580	Frank Tucci
Hare (Marie L.) High School	1	4/2019-3/2022	12012 Magnolia Street Garden Grove, CA 92841-1644	(714) 663-6508	Lydia Machado

School	Region	Designation Period	School Address	School Phone	Administrator
Heartland Alternative Education High School	3	4/2020-3/2023	2269 Sylvia Street Selma, CA 93662-3488	(559) 898-6670	Jose Bedolla
Hillside High School	1	4/2020-3/2023*	1558 West Ninth Street Upland, CA 91786-5636	(909) 949-8400	Jerry Adams
Jereann Bowman High School	2	4/2020-3/2023	21508 Centre Pointe Pkwy. Santa Clarita, CA 91350-2947	(661) 253-4400	Nina Zamora
John J Cairns Continuation High School	3	4/2019-3/2022	290 North Harvard Avenue Lindsay, CA 93247-2304	(559) 562-5913	Dennis Doane
John R. Wooden High School	2	4/2021-3/2024	18741 Elkwood Street Reseda, CA 91335-1802	(818) 345-0203	Laura Novak
Kaweah High School	3	4/2020-3/2023	1107 E Rocky Hill Drive Exeter, CA 93221-1307	(559) 592-4420	Darin Pace
Kings Canyon High School	3	4/2019-3/2022	10026 South Crawford Avenue Dinuba, CA 93618-9208	(559) 305-7393	Randy Bessey
Kings River High School	3	4/2019-3/2022*	1801 Seventh Street Sanger, CA 93657-2895	(559) 524-6490	Jon Tillotson
Kurt T. Shery High School	2	4/2020-3/2023*	2600 Vine Street Torrance, CA 90501-4330	(310) 533-4440	Jamie Jimenez
La Cuesta Continuation High School	2	4/2021-3/2024	710 Santa Barbara Street Santa Barbara, CA 93101-2232	(805) 966-0883	Lauren Berlin

School	Region	Designation Period	School Address	School Phone	Administrator
La Paloma High School	4	4/2019-3/2022	400 Ghiggeri Way Brentwood, CA 94513-5314	(925) 634-2888	Chris Holland
La Vista High School	1	4/2021-3/2024	909 North State College Boulevard Fullerton, CA 92831-3013	(714) 447-7821	Sandi Layana
Lee V. Pollard High School	1	4/2019-3/2022*	185 Magnolia Avenue Corona, CA 92879-3329	(951) 736-3367	Michael Ridgway
Lovell High School	3	4/2019-3/2022	12724 Avenue 392 Cutler, CA 93615-9769	(559) 528-4703	Robert Gonzales
Major General Raymond Murray High School	1	4/2021-3/2024	215 North Melrose Drive Vista, CA 92083-5720	(760) 631-2502	Carol Barr
Maple High School	2	4/2019-3/2022	4010 Jupiter Avenue Lompoc, CA 93436-1819	(805) 742-3150	Laurel Ciervo
Mount Toro High School	3	4/2019-3/2022	10 Sherwood Pl. Salinas, CA 93906-4010	(831) 796-7700	Gloria Chaidez
Mountain View High School	1	4/2021-3/2024*	1000 Ramona Boulevard San Jacinto, CA 92582-2576	(951) 487-7710	Kenneth Swanson
North Park Continuation High School	2	4/2020-3/2023	4600 Bogart Avenue Baldwin Park, CA 91706-2703	(626) 337-4407	Anthony Ippolito
Nueva Vista Continuation High School	1	4/2019-3/2022*	6836 34th Street Jurupa Valley, CA 92509-1301	(951) 360-2802	Jenna Saugstad

School	Region	Designation Period	School Address	School Phone	Administrator
Olympic Continuation High School	4	4/2021-3/2024	2730 Salvio Street Concord, CA 94519-2599	(925) 687-0363	Lynsie Castellano
Orangewood High School	1	4/2020-3/2023*	515 Texas Street Redlands, CA 92374-3071	(909) 307-5380	Carol Ruhm
Ortega High School	1	4/2020-3/2023	520 Chaney Street, Bldg. 100 Lake Elsinore, CA 92530-1230	(951) 253-7065	Greg Cleave
Owensmouth High School	2	4/2020-3/2023*	6921 Jordan Avenue Canoga Park, CA 91303-1997	(818) 340-7663	Gerardo Cervantes
Pacific Career & Technology High School	4	4/2019-3/2022*	6560 Melrose Drive North Highlands, CA 95660-4375	(916) 566-2715	Darryl Hawthorne
Pacific High School	2	4/2019-3/2022	501 College Drive Ventura, CA 93003-3413	(805) 289-7950	Deidre Monarres
Paloma Creek High School	2	4/2019-3/2022	10801 El Camino Real Atascadero, CA 93422-8867	(805) 462-4350	Chris Balogh
Park West High School	2	4/2021-3/2024	1460 West Holt Avenue, Ste. 100 Pomona, CA 91767-2832	(909) 397-4900	Luis Rodriguez
Patricia Dreizler Continuation High School	2	4/2019-3/2022	1000 Del Amo Street Redondo Beach, CA 90277-3034	(310) 798-8690	Anthony Bridi
Pershing Continuation High School	3	4/2020-3/2023	855 West Nielsen Fresno, CA 93706-1700	(559) 268-2272	Nick Hustedde
R. K. Lloyde High School	2	4/2019-3/2022*	4951 Marine Avenue Lawndale, CA 90260-1251	(310) 263-3264	Benjamin Wardrop

School	Region	Designation Period	School Address	School Phone	Administrator
Raincross Continuation High School	1	4/2021-3/2024	6401 Lincoln Avenue Riverside, CA 92506-4424	(951) 276-7670	Dennis Deets
Rancho Del Mar High School	2	4/2021-3/2024	38 Crest Road West Rolling Hills, CA 90274-5058	(310) 378-9966	Rick Licciardello
Renaissance Continuation High School	3	4/2019-3/2022	11 Spring Valley Road La Selva Beach, CA 95076-9638	(831) 728-6344	Deanna Young
Renaissance High School	2	4/2020-3/2023	333 North Palm Avenue Santa Paula, CA 93060	(805) 525-4407	Robin Gillette
Richland Continuation High School	1	4/2020-3/2023*	615 North Lemon Street Orange, CA 92867-6611	(714) 997-6167	Eddie Espinosa
Robertson High School	4	4/2020-3/2023*	4455 Seneca Park Avenue Fremont, CA 94538-4028	(510) 657-9155	Salvador Herrera
Rose City High School	2	4/2020-3/2023	351 South Hudson Avenue Pasadena, CA 91101-3507	(626) 396-5620	Brian Stanley
Ruben Salazar High School	2	4/2019-3/2022*	9115 Balfour Street Pico Rivera, CA 90660-3225	(562) 801-7680	Gabriel Gonzalez
San Andreas High School	1	4/2021-3/2024	3232 East Pacific Street Highland, CA 92346-2499	(909) 388-6521	Dorie Stratton
San Andreas High School	4	4/2021-3/2024*	599 William Avenue Larkspur, CA 94939-1554	(415) 945-3751	David Luongo
Santana High School	2	4/2020-3/2023	341 South La Seda Road La Puente, CA 91744-5980	(626) 965-5971	Gregory Perez

School	Region	Designation Period	School Address	School Phone	Administrator
Serra High School	1	4/2019-3/2022	31422 Camino Capistrano San Juan Capistrano, CA 92675-2600	(949) 489-7216	Meg Ervais
Sierra Continuation High School	4	4/2020-3/2023*	11661 Donner Pass Road Truckee, CA 96161-4953	(530) 582-2640	Greg Wohlman
Sierra High School	2	4/2021-3/2024*	1040 East Gladstone Street Azusa, CA 91702-4837	(626) 852-8300	Kent Stout
Sierra Vista High School	3	4/2019-3/2022	8470 Avenue 406 Dinuba, CA 93618-1825	(559) 595-7240	Jonathan Torres
Silverado High School	1	4/2020-3/2023	25632 Peter A. Hartman Way Mission Viejo, CA 92691-3118	(949) 586-8800	David Gordon
Somerset High School	2	4/2019-3/2022*	9242 East Laurel Street Bellflower, CA 90706-7607	(562) 804-6548	Cliff Higgins
Sunset High School	4	4/2020-3/2023	2500 Elk Valley Cross Road Crescent City, CA 95531-8461	(707) 464-0380	Tony Fabricius
Tierra Del Sol Continuation High School	2	4/2019-3/2022	3700 East Belle Terrace Bakersfield, CA 93307-6832	(661) 832-3700	Chris Dutton
Tracy (Wilbur) High School	2	4/2019-3/2022	12222 Cuesta Drive Cerritos, CA 90703-2801	(562) 229-7760	Ricardo Brown
Twin Oaks High School	1	4/2020-3/2023	158 Cassou Road San Marcos, CA 92069-9702	(760) 290-2555	Garth Phillips
Vail Continuation High School	2	4/2021-3/2024*	1230 South Vail Avenue Montebello, CA 90640-6312	(323) 728-1940	Horacio Perez

School	Region	Designation Period	School Address	School Phone	Administrator
Val Verde High School	1	4/2020-3/2023	972 West Morgan Street Perris, CA 92571-3103	(951) 940-6155	Steve Coelho
Valley Alternative Schools	2	4/2019-3/2022	15430 Shadybend Drive Hacienda Heights, CA 91745-2121	(626) 933-3401	Joaquin Martinez
Valley High School	1	4/2020-3/2023*	410 North Hidden Trails Road Escondido, CA 92027-5333	(760) 291-2240	Cory Gregory
Valley Oak High School	4	4/2020-3/2023	1600 Myrtle Avenue Napa, CA 94558-4743	(707) 253-3791	Maria Cisneros
Valley View High School	1	4/2021-3/2024*	1801 East Sixth Street Ontario, CA 91764-1599	(909) 985-0966	Julie Prestsater
Vicente Martinez High School	4	4/2020-3/2023*	925 Susana Street Martinez, CA 94553-3212	(925) 335-5880	Lori O'Connor
Village High School	4	4/2020-3/2023*	4645 Bernal Avenue Pleasanton, CA 94566-7449	(925) 426-4260	Heather Pereira
Village Oaks High School	4	4/2021-3/2024*	1900 West Swain Stockton, CA 95207-3439	(209) 953-8740	Josef Schallberger
Vista Continuation High School	2	4/2019-3/2022	200 P Street Bakersfield, CA 93304-3051	(661) 327-8561	Tracey Lozano
Whitcomb Continuation High School	2	4/2021-3/2024	350 West Mauna Loa Avenue Glendora, CA 91740-4399	(626) 852-4550	Ron Letourneau

Appendix 5

Sample Narrative Statement (Student Statement)

April 23, 2021

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 2020. 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 (Graduating Class of 2021)

Appendix 6

Sample Quality Indicators (Self-Evaluation) Evidence

(Excerpts were taken from previous applications.)

IMPORTANT NOTE: This is simply an example of how the evidence for your Quality Indicators should be formatted. Evidence is required for **all** Quality Indicators. An application that lacks evidence of implementation for one or more Quality Indicators will be disqualified.

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.

Continue with Quality Indicators B–E.