

MODEL CONTINUATION HIGH SCHOOL RECOGNITION PROGRAM

# 2023–24 Model Continuation High School Application



**Application Due Date:**

Wednesday, September 6, 2023

Important: See pp. 6–8 for new screening procedures.

California Department of Education  
Educational Options Office  
916-323-2183

## TABLE OF CONTENTS

INTRODUCTION.....	3
Timeline .....	3
Public Information .....	4
SCHOOL ELIGIBILITY CRITERIA .....	4
APPLICATION PREPARATION.....	4
Application Assembly .....	5
Application Submission Process.....	6
Application Evaluation Process .....	7
Recommendations and Final Decisions.....	10
Model Continuation High School Designation Period .....	10
Obligations of Model Continuation High Schools.....	10
Annual Assurance of Services .....	11
Intent to Submit an Application .....	11
Application Webinar.....	12
APPLICATION INSTRUCTIONS.....	12
Section 1: Application Cover Sheet .....	12
Section 2: School Information Sheet .....	12
Section 3: Glossary .....	12
Section 4: Narrative Statements .....	13
Section 5: Program Effectiveness Statements.....	15
Section 6: Quality Indicators (Self-Evaluation).....	16
Section 7: Exemplary Components Checklist .....	17
Section 8: Master Schedule.....	17
Section 9: Western Association of Schools and Colleges Visiting Committee Report	17
Section 10: Western Association of Schools and Colleges Award Letter .....	17
Section 11: Portfolio Criteria and Individual Learning Plans (Optional) .....	17
Section 12: Link to Video Overview of Your School (Optional) .....	18
Section 13: Application Checklist.....	18
Certification Form .....	18
Appendix 1 .....	19
Appendix 2 .....	20

Appendix 3 .....	21
Appendix 4 .....	22
Appendix 5 .....	31
Appendix 6 .....	32

# 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 and other forms of peer mentoring. 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 p.m. on August 31, 2023**.
3. Submit **a single PDF** of the application to the California Department of Education (CDE) via the exFiles Transfer System by **4 p.m. on September 6, 2023**.
4. In accordance with the application screening process (see pp. 5–6) if corrections are made, submit **a revised single PDF** of the application to the CDE via the exFiles File Transfer System. Corrected applications must be received by **4 p.m. on September 14, 2023**.

**Note:** Any applications that are not received by the September 6, 2023, deadline **will be disqualified**. Corrections may **only** be made to applications that are received by the September 6, 2023, deadline.

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

## Timeline

April 4, 2023 .....	Applications available to the field
May 3, 2023.....	Application Webinar
August 31, 2023 .....	Intent to Submit online form to be completed
September 6, 2023.....	Applications due
September 14, 2023.....	Applications corrected per screening due
October 6, 2023.....	Northern Applications reviewed and rated
October 13, 2023.....	Southern Applications reviewed and rated
October 16, 2023–December 15, 2023 .....	Site Validation Visits
December 15, 2023 .....	District Audit Reports due
February 6, 2024 .....	Schools notified
April/May 2024.....	Awards ceremony

## **Public Information**

Information about each MCHS may be published online by the CDE for those interested in mentorship or information. This would include contact information, the Narrative Statements (excluding the Student Statement and the Parent/Guardian/Caregiver Statement), Program Effectiveness Statements, and Evidence for Quality Indicators from the application, and description of exemplary practices and program summary from the Site Validation Visit report. The names of the writers would be redacted except for the principal.

## **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.

## **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.
4. Prepare the Narrative Statements and Program Effectiveness Statements. (See pp. 11–14 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.15 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**. 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 (8 statements)
6. Program Effectiveness Statements (3 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 (including extension letter, if applicable)
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 exFiles File Transfer System by **4 p.m. on Wednesday, September 6, 2023**.

Instructions for naming your PDF document and uploading your PDF document to the exFiles File Transfer 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\_MCHS23
- Example: Treasure High\_34 65656 0000001\_MCHS23

**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, "MCHS23".

Step 2: **Uploading Your PDF Document.** Follow the instructions below to complete the upload process into the exFiles File Transfer System for the "2023–24 MCHS Applications" Project:

- After creating your PDF document and labelling as instructed above, enter the **Project URL** for the exFiles File Transfer System into your web browser.
- Once you arrive at the exFiles File Transfer System web page, you will be prompted to enter the **Project Code**.
- After you enter the Project Code, you will be prompted to enter the **Password**.

**Note:** The Project URL, Project Code, and Password can be obtained by sending a request to the Educational Options Office (EOO) by email at [CONTINUATIONEDUC@cde.ca.gov](mailto:CONTINUATIONEDUC@cde.ca.gov). The email must be received by Tuesday, September 5, 2023, (one day before the application deadline).

- 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.

## **Application Evaluation Process**

Step 1: **Application Screening.** Each application received by the application deadline, 4 p.m. on September 6, 2023, will be downloaded and reviewed by EOO staff to ensure it meets the minimum eligibility criteria outlined below.

- The required signatures/typed names are provided on both the Application Cover Sheet (Attachment A) and the Certification Form (Attachment C).
- The application is on 8 ½ by 11-inch paper.
- All of the required forms listed in the Application Assembly Section are included and are in the exact format as provided on the 2023–24 MCHS Application.
- Eight one-page Narrative Statements are included and are typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins. Applications that do not include the title of the statement as a header will also be disqualified, with the exception of the Student Statement, Parent/Guardian/Caregiver Statement, and the Community Organization or Community Business Representative Statement.
- Three one-page Program Effectiveness Statements are included and are typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
- All 20 Quality Indicators are marked “In Place,” with the exception of Quality Indicator C3. (A one-page narrative must be included if C3 is marked “Not In Place.”)
- Evidence of implementation for each Quality Indicator marked “In Place” is included.



- A copy of the most current Master Schedule is included.
- A copy of the WASC Accreditation Letter indicating the WASC accreditation period is included along with an extension letter, if applicable, that lists the dates for which the school is accredited.
- The application is assembled in the order and includes all of the required information outlined in the Application Assembly Section.
- The application is submitted as a single PDF document.

**New for the 2023–24 MCHS Application:** If any of the aforementioned criteria are not met, EOO staff will contact the applicant via email. Applicants will have an opportunity to request that the initial application be withdrawn. EOO staff will send an email once the initially submitted application has been deleted from the exFiles File Transfer System.

The applicant may then follow the steps to upload a new/corrected application into the exFiles File Transfer System on or before the **applications corrected per screening submission deadline, 4 p.m. on September 14, 2023**. Once the applicant verifies that the new/corrected application is complete, reply to the email from EOO staff stating, “I confirm that the new/corrected application submitted into the exFiles File Transfer System for [enter name of school] is complete.”

The CDE **will not** accept emailed additions or changes to submitted applications.

If after the review/prescreening there are no concerns with the application, EOO staff will notify the applicant via email and it will be considered the final submission.

Applications that **do not meet** the minimum eligibility criteria after final submission **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 scoring rubric.

**New for the 2023–24 MCHS Application:** In addition to the described criteria, the point total for a statement could be reduced by the reader by one point due to the overall quality and clarity of that statement and/or that the source of information did not meet criteria.

Rating	Initial Score	Possible Adjusted Score (minus one point per reader discretion)	Description
Strong	3 points	2 points	All requested components are addressed, includes evidence and descriptions of exemplary practices
Good	2 points	1 point	Most requested components are addressed, but lacks evidence and descriptions of exemplary practices
Fair	1 point	0 points	Few components are addressed, lacks evidence and descriptions of exemplary practices
Inadequate	0 points	0 points	Reader reduction discretion due to the overall quality and clarity of that statement and/or that the source of information did not meet criteria

It is possible to receive a total score of 33 points—a maximum of 24 points for the narrative statements plus 9 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, 2023, will result in the applicant being considered ineligible for designation as a 2024 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](mailto:CONTINUATIONEDUC@cde.ca.gov) by January 3, 2024.

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 CDE.

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 2023–24 MCHS application year will be for the period of April 2024 through March 2027. Schools that receive the MCHS designation are encouraged to submit a new MCHS application in the 2026–27 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 a representative from the CCEA Plus. You can find a list of contacts on the CCEA Plus State Officers and Representatives web page at <https://cceanet.org/about-us/state-officers/>.

MCHSs provide examples of promising practices in the field. Schools that are selected as MCHSs commit to being willing to serve as peer mentors and will be asked to offer Site 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. The CDE may also ask MCHSs to participate as experts in webinars about exemplary practices.

### **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 2023–24 application.

If the applicant school is selected as an MCHS in 2024, 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, 2025**, and **June 30, 2026**. A reminder email will be sent to principals and district superintendents in mid-April 2025 and 2026. The Annual Assurance of Services Form should include electronic signatures **or** typed names. 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 p.m. on Thursday, August 31, 2023**.

Please be sure to print a copy for your records. An automated email will be sent to the principal to confirm receipt of the Intent to Submit. If a confirmation email is not received within 72 hours, please contact the EOO by email at [CONTINUATIONEDUC@cde.ca.gov](mailto:CONTINUATIONEDUC@cde.ca.gov).

## **Application Webinar**

A webinar for prospective applicants is scheduled to be held on Wednesday, May 3, 2023. 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).

### **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 eight topics listed below. Each of these topics includes multiple elements, **all** of which should be addressed. 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, 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 single-spaced, do not use normal character spacing, and do not have one-inch margins will be disqualified. Applications that do not include the title of the statement as a header will also be disqualified, with the exception of the Student Statement, Parent/Guardian/Caregiver Statement, and the Community Organization or Community Business Representative Statement.

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. **Responding to How the Coronavirus (COVID-19) and Variants Extend Challenges.** Describe how the school has responded to the continuing challenges of COVID-19 context regarding readjustment to in-school instruction, maintaining an overall inclusive identity as a school learning community. Discuss attendance and absenteeism, quarantine, and independent study students (if applicable, including successful completion of assignments as a standard for continuing participation), behavior, mental health, and interactions with parents. Describe any professional development that has been or will be provided to staff to address trauma and other impacts of COVID-19.
3. **School Management.** A school administrator's description of the elements of school management that are in place **must** include ways that staff, students, and other 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.
4. **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.

5. **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.
6. **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 have been enrolled at the school at some time during the period from the 2022–23 school year to the application due date on September 6, 2023. The student may have graduated during this time period or have a future graduation time. The name and graduation year of the student who prepared the statement must be included.
7. **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 enrolled at the school at some time during the period from the 2022–23 school year to the application due date on September 6, 2023. The student may have graduated during this time period or have a future graduation time. The name of the parent/guardian/caregiver who prepared the statement must be included. If this statement is written in a language other than English, submit both the original letter and a translation.
8. **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 are used to support improvement and 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.

**IMPORTANT NOTE:** The following elements **must** be present to support improvement and the applicant school as an exemplary model:

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 2022–23 school year and data the staff used to evaluate those results (e.g., California Assessment of Student Performance and Progress results, including, Smarter Balanced Summative Assessment results, California Alternate Assessments for English language arts/literacy and mathematics results, and English Language Proficiency Assessments for California results.) Other assessments could include the California School Climate, Health, and Learning Survey System results available on the CA School Climate, Health, & Learning Surveys – *CalEdFacts* web page at <https://www.cde.ca.gov/ls/he/at/cefcalsschssystem.asp> (including the California Healthy Kids Survey, California School Staff Survey, and the California School Parent Survey). Discuss how staff use 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. 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.
3. **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 on the following page.)

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 next to 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 20:1**, based on average enrollment, , 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 20:1 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” or not marked, 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, does not use an 11 or 12-point Arial font, is not singled-spaced, does not use normal character spacing, and does 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 current WASC Award Letter or most recent WASC letter with a current additional letter of extension are eligible to apply. Submit a copy of the most recent WASC Award Letter and extension letter if applicable 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.

On a separate sheet of paper, add a header on top of the page similar to “Link to Video Overview of United High School.” Below the header, add the link for the video and a brief description.

## **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. After submission of the application into the exFiles File Transfer System, EOO staff will complete an initial review. The EOO cannot add items to or remove items from the received application. Required information omitted from the application will disqualify an applicant. (See pp. 5–6 for instructions on how to submit a new/corrected application.) 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 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 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 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 p.m. Site review team meeting (come to consensus, draft report)
- 3 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
Abraham Lincoln Continuation High School	1	4/2022–3/2025	4341 Victoria Avenue Riverside, CA 92507-5009	951-788-7371	Hector Valdez
Abraxas High School	1	4/2023–3/2026*	12450 Glenoak Road Poway, CA 92064-3299	858-748-5900	Alain Henry
Adelante High School	4	4/2022–3/2025	350 Atlantic Street Roseville, CA 95678-1849	916-782-3155	Sybil Healy
Alessandro High School	1	4/2023–3/2026*	831 East Devonshire Avenue Hemet, CA 92543-3052	951-765-5182	Matthew Centofranchi
Allan F. Daily High School	2	4/2022–3/2025	220 North Kenwood Glendale, CA 91206-4209	818-247-4805	Lonny Root
Alta Vista High School	1	4/2023–3/2026	1575 Bonair Drive Vista, CA 92084-3572	760-724-3775	Narciso Iglesias
Alta Vista High School	3	4/2022–3/2025*	1325 Bryant Avenue Mountain View, CA 94040-4527	650-691-2433	Bill Pierce
Amistad High School	1	4/2023–3/2026*	83-501 Dillon Avenue Indio, CA 92201-3325	760-775-3570	Richard Pimentel
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
School	Region	Designation Period	School Address	School Phone	Administrator

School	Region	Designation Period	School Address	School Phone	Administrator
Apollo High School	2	4/2022–3/2025	3150 School Street Simi Valley, CA 93065-3998	805-520-6150	Dean May
Aurora High School	1	4/2021–3/2024*	1391 Kloke Road Calexico, CA 92231-4228	760-768-3940	John Moreno
Black Rock High School	1	4/2023–3/2026*	59273 Sunnyslope Yucca Valley, CA 92284-5996	760-369-6310	Jennifer Seacat
Boynton High School	3	4/2023–3/2026*	901 Boynton Avenue San Jose, CA 95117-2006	408-626-3404	Sarah Thomas
Brea Canyon High School	1	4/2022–3/2025*	689 North Wildcat Way Brea, CA 92821-7400	714-990-7882	Kristin Risberg
Buena Vista High School	2	4/2023–3/2026*	3717 Michelson Street Lakewood, CA 90712-1402	562-602-8090	Morrie Kosareff
Buena Vista Continuation High School	1	4/2023–3/2026	13509 Ramona Avenue Chino, CA 91710-4130	909-628-9903	Kyle Shuler
Calico Continuation High School	1	4/2021–3/2024	33525 Ponnay Yermo, CA 92327	760-254-2715	Brice Scott
Capistrano Union High School	1	4/2022–3/2025	31422 Camino Capistrano San Juan Capistrano, CA 92675-2600	949-489-7216	Brittany Casey
Chaparral High School	2	4/2021–3/2024	121 West Allen Avenue San Dimas, CA 91773-1437	909-971-8240	Christine Black
Citrus Continuation High School	1	4/2023–3/2026	10760 Cypress Fontana, CA 92337-7422	909-357-5300	Michael Buntun



School	Region	Designation Period	School Address	School Phone	Administrator
Citrus High School	3	4/2023–3/2026*	261 East Mulberry Avenue Porterville, CA 93257-4822	559-782-7130	Apolinar Marroquin
Columbus High School	2	4/2022–3/2025*	12330 Woodruff Avenue Downey, CA 90241-5610	562-904-3552	Xochitl Ortiz
Conejo Valley High School	2	4/2022–3/2025*	1400 East Janss Road Thousand Oaks, CA 91362-2198	805-498-6646	Martin Manzer
Coronado High (Continuation)	2	4/2023–3/2026	1500 East Francisquito Avenue West Covina, CA 91791-3823	626-931-1810	Shavon Monterrosa
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	Nathaniel Maas
Desert Oasis High School	1	4/2021–3/2024*	1302 South Third Street El Centro, CA 92243-6604	760-336-4555	Fernando O'Campo
DeWolf High School	3	4/2023–3/2026	2445 West Dakota Avenue Fresno, CA 93703-2124	559-457-2990	Rachael Maciel
Discovery High School	4	4/2023–3/2026*	3401 Fong Ranch Road Sacramento, CA 95834-1797	916-928-5200	Laurelle Mathison
Donald C. Jamison Continuation High School	3	4/2023–3/2026*	351 East Bush Street Lemoore, CA 93245-3601	559-924-6620	Valerie Botelho

School	Region	Designation Period	School Address	School Phone	Administrator
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School	Region	Designation Period	School Address	School Phone	Administrator
El Camino High School	2	4/2022–3/2025*	14640 Mercado Avenue La Mirada, CA 90638-4210	562-210-2700	Mark Hunter
El Camino Real Continuation High School	1	4/2022–3/2025	1351 East Orangethorpe Avenue Placentia, CA 92870-5302	714-986-7060	Scott Mazurier
El Puente High School	3	4/2022–3/2025	1691 Saipan Avenue Firebaugh, CA 93622-2465	559-659-3899	Terry Anderson
Fairvalley High School	2	4/2023–3/2026*	758 West Grondahl Street Covina, CA 91722-2065	626-974-4800	Rebecca Handzel
Fernando R. Ledesma High School	2	4/2023–3/2026	12347 Ramona Boulevard El Monte, CA 91732-2569	626-442-0481	Freddy Arteaga
Frontier High School	2	4/2021–3/2024*	9401 South Painter Avenue Whittier, CA 90605-2729	562-698-8121	Margie Moriarty
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	4/2023–3/2026*	1800 Ball Road Anaheim, CA 92804-5516	714-999-3738	Jose Lara
Glen View High School	1	4/2023–3/2026*	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
Hillside High School	1	4/2023–3/2026*	1558 West Ninth Street Upland, CA 91786-5636	909-949-8400	Jerry Adams

School	Region	Designation Period	School Address	School Phone	Administrator
Jereann Bowman High School	2	4/2023–3/2026*	21508 Centre Pointe Parkway Santa Clarita, CA 91350-2947	661-253-4400	Nina Zamora
John J. Cairns Continuation High School	3	4/2023–3/2026	290 North Harvard Avenue Lindsay, CA 93247-2304	559-562-5913	Amalia Lopez
John R. Wooden High School	2	4/2021–3/2024	18741 Elkwood Street Reseda, CA 91335-1802	818-345-0203	Laura Novak
John H. Milor High School	1	4/2022–3/2025	266 West Randall Rialto, CA 92376-6926	909-820-8110	Kyla Griffin
Kings River High School	3	4/2022–3/2025*	1801 Seventh Street Sanger, CA 93657-2895	559-524-6490	Jon Tillotson
Kurt T. Shery High School	2	4/2023–3/2026*	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	Sonia Amaral
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	4/2022–3/2025*	185 Magnolia Avenue Corona, CA 92879-3329	951-736-3367	Michael Ridgway
Lorin Grisct Academy	1	4/2022–3/2025	1915 West McFadden Santa Ana, CA 92704-2902	714-648-2900	Michael Parra
Major General Raymond Murray High School	1	4/2021–3/2024	215 North Melrose Drive Vista, CA 92083-5720	760-631-2502	Narciso Iglesias

School	Region	Designation Period	School Address	School Phone	Administrator
Maple High School	2	4/2022–3/2025*	4010 Jupiter Avenue Lompoc, CA 93436-1819	805-742-3150	Laurel Ciervo
March Mountain High School	1	4/2022–3/2025	24551 Dracaea Avenue Moreno Valley, CA 92553-3745	951-571-4800	Steve Quintero
Marie L. Hare High School	1	4/2022–3/2025*	12012 Magnolia Street Garden Grove, CA 92841-1644	714-663-6508	Lydia Machado
Mount Toro High School	3	4/2022–3/2025*	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
Mt. San Jacinto High School	1	4/2023–3/2026	30800 Landau Boulevard Cathedral City, CA 92234-5159	760-770-8563	Bradley Seiple
North Park Continuation High School	2	4/2023–3/2026*	4600 Bogart Avenue Baldwin Park, CA 91706-2703	626-337-4407	Anthony Ippolito
Nueva Continuation High School	2	4/2022–3/2025	8600 Palm Avenue Lamont, CA 93241-2212	661-845-1532	Rocio Cantu
Nueva Vista Continuation High School	1	4/2022–3/2025*	6836 34th Street Jurupa Valley, CA 92509-1301	951-360-2802	James Wandrie
Olympic Continuation High School	4	4/2021–3/2024	2730 Salvio Street Concord, CA 94519-2599	925-687-0363	Courtney Lyon
Orangewood High School	1	4/2023–3/2026*	515 Texas Street Redlands, CA 92374-3071	909-307-5380	Carli Norris

School	Region	Designation Period	School Address	School Phone	Administrator
Ortega High School	1	4/2023–3/2026	520 Chaney Street, Building 100 Lake Elsinore, CA 92530-1230	951-253-7065	Greg Cleave
Pacific High School	2	4/2022–3/2025*	501 College Drive Ventura, CA 93003-3413	805-289-7950	Deidre Monarres
Paloma Creek High School	2	4/2022–3/2025*	10801 El Camino Real Atascadero, CA 93422-8867	805-462-4350	Elisabeth Madding
Palomar High School	1	4/2023–3/2026	480 Palomar Street Chula Vista, CA 91911-3098	619-407-4800	Miriam Duggan
Park West High School	2	4/2021–3/2024	1460 West Holt Avenue, Suite 100 Pomona, CA 91767-2832	909-397-4900	Dayna Mc Call
Phoenix Continuation High School	2	4/2023–3/2026	12971 Zanja Street Los Angeles, CA 90066-4175	310-306-8775	Irma Lemus
Prospect High School	4	4/2023–3/2026	One Santa Barbara Road Pleasant Hill, CA 94523-4417	925-682-8000	Melissa Brennan
R. K. Lloyd High School	2	4/2022–3/2025*	4951 Marine Avenue Lawndale, CA 90260-1251	310-263-3264	Benjamin Wardrop
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	Brett Egan
Redwood High School	3	4/2022–3/2025	1968 Old County Road Redwood City, CA 94063-1073	650-369-1411	Stephanie Ogden

School	Region	Designation Period	School Address	School Phone	Administrator
Robertson High School	4	4/2023–3/2026*	4455 Seneca Park Avenue Fremont, CA 94538-4028	510-657-9155	Salvador Herrera
Ruben Salazar High School	2	4/2022–3/2025*	9115 Balfour Street Pico Rivera, CA 90660-3225	562-801-7680	David Sermeno
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	Cathy Flores
San Antonio High School	2	4/2022–3/2025	125 West San Jose Avenue Claremont, CA 91711-5205	909-398-0316	Felipe Delvasto
San Joaquin Valley High School	3	4/2022–3/2025	900 Newmark Avenue Parlier, CA 93648-2034	559-646-2723	Israel Almendarez
Santana High School	2	4/2023–3/2026*	341 South La Seda Road La Puente, CA 91744-5980	626-965-5971	Gregory Perez
Sierra Continuation High School	4	4/2023–3/2026*	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
Slover Mountain High School	1	4/2022–3/2025	18829 Orange Street Bloomington, CA 92316-2466	909-580-5013	Tiffany Hampton
Somerset High School	2	4/2022–3/2025*	9242 East Laurel Street Bellflower, CA 90706-7607	562-804-6548	Cliff Higgins
Tierra Del Sol Continuation High School	2	4/2023–3/2026	3700 East Belle Terrace Bakersfield, CA 93307-6832	661-832-3700	Rebekah Fulce

School	Region	Designation Period	School Address	School Phone	Administrator
Travis Education Center	4	4/2022–3/2025	2775 DeRonde Drive Fairfield, CA 94533-9710	707-437-8265	Janelle Preston
Twin Oaks High School	1	4/2023–3/2026*	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
Val Verde High School	1	4/2023–3/2026*	972 West Morgan Street Perris, CA 92571-3103	951-940-6155	Stacy Dedeaux
Valley Alternative Schools	2	4/2022–3/2025*	15430 Shadybend Drive Hacienda Heights, CA 91745-2121	626-933-3401	Joaquin Martinez
Valley High School	1	4/2023–3/2026*	410 North Hidden Trails Road Escondido, CA 92027-5333	760-291-2240	Luis Landaverde
Valley View High School	1	4/2021–3/2024*	1801 East Sixth Street Ontario, CA 91764-1599	909-985-0966	Julie Prestsater
Valley Vista High School	1	4/2022–3/2025	9600 Dolphin Street Fountain Valley, CA 92708-4603	714-964-7766	Jessie Marion
Village Oaks High School	4	4/2021–3/2024*	1900 West Swain Stockton, CA 95207-3439	209-953-8740	Veronica Tigert
Vista West High School	2	4/2022–3/2025	7115 Rosedale Highway Bakersfield, CA 93308-5845	661-589-4242	Michael Mullings
Wasco Independence High School	2	4/2022–3/2025	1445 Poso Drive Wasco, CA 93280-2353	661-758-7450	Rusvel Prado
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, 2023

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 2022. 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 2023)



## 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 workers, 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 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, 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 career technical education, 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 five 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.

**Applicants must continue by providing evidence for Quality Indicators B–E.**