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State Superintendent of
Public Instruction

Model Continuation High School Recognition Program

TECHNICAL ASSISTANCE WEBINAR

Wednesday, May 3, 2023

California Department of Education

State Superintendent of Public Instruction

Priority: Closing the Opportunity Gap

- High Quality Instruction
- Improve Literacy for All
- High Quality Professional Learning
- Diversify Teacher Workforce
- Early Learning & Care
- Student Attendance: Reduce chronic absenteeism rates and increase student attendance rates

State Superintendent of Public Instruction

Priority: Student Health & Safety

- Increasing student mental health/wellness supports
- Re-imagining School Safety: promote trauma informed training for school officers
- Student Centered Focus: increase student voice in decision-making processes

State Superintendent of Public Instruction

Priority: School Climate

- Family Engagement: utilizing best practices to communicate and engage families and youth in school community
- Implicit Bias: increase understanding of all in school community about how implicit bias affects the systems serving students and the students and staff themselves
- Social Emotional Learning: integration of social emotional learning practices throughout all programs

State Superintendent of Public Instruction

Priority: Organizational Capacity

- Customer Service: implement internal structures and processes to reflect externally our work as a team to ensure everything we do helps students
- Data Collection: implement internal system to collect timely and relevant data (qualitative and quantitative) to support data informed decision-making processes
- Increase Internal Capacity: work with partners to increase resources, capacity, and efficiencies

State Superintendent of Public Instruction Initiatives (Slide 1 of 2)

Mental Health Support: A Healthy Mind Is Essential for Learning

Recent years have taken a toll on our students, administrators, teachers, and support staff across the board, but we see disproportionate effects on students of color, English learners, and students of low socioeconomic status. There has been significant COVID infection and death, COVID-related economic impacts, and learning loss.

Our schools and kids—especially students of color and those furthest from opportunity—need additional support. We must deepen our efforts to create equitable opportunities for this generation of students and for generations to come.

State Superintendent of Public Instruction Initiatives (Slide 2 of 2)

Antibias Education: Preventing, Addressing, and Eliminating Racism and Bias

This initiative is designed to empower educators and students to confront hate, bigotry, racism, and bias rising in communities across the state and nation. The California Department of Education (CDE) leads a series of strategies—including educator training grants, partnerships with community leaders, examination of policies, virtual classroom sessions—that leverage the power of education to create a more just society.

Overview of the 2023–24 Model Continuation High School Application

The following set of slides provide an overview of the 2023–24 Model Continuation High School (MCHS) Application.

Overview (Slide 1 of 2)

- Background and Purpose
- Public Information
- Tap Into the Wisdom of Identified Experts
- Eligibility Criteria
- Information Regarding Western Association of Schools and Colleges (WASC) Materials
- Timeline
- Intent to Submit
- Attachments A–D (PDF Forms)

Overview (Slide 2 of 2)

- Narrative Statements
- Program Effectiveness Statements
- Attachments E–G (PDF Forms)
- Evidence for Quality Indicators (Self-Evaluation)
- Assembling the Application
- Submitting the Application
- Evaluation Process (new screening process for 2023–24)
- Reasons for Disqualification from the Application Screening Process
- Designation Period
- Questions and Answers

Background and Purpose

The MCHS Recognition Program:

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

***Note:** MCHS educators have committed to being mentors for other continuation educators.

Public Information

Information about each MCHS may be published online by the CDE for those interested in mentorship or information. This will include:

- School and principal contact information
- Narrative Statements (excluding the Student Statement and the Parent/Guardian/Caregiver Statement)
- Program Effectiveness Statements
- Evidence for Quality Indicators from the application
- Description of exemplary practices and program summary from the site visit report

Note: The names of the writers will be redacted except for the principal.

Tap Into the Wisdom of Identified Experts

- Each current MCHS has successfully made it through the application process. Ask the administrators of some of these schools for advice. There is a list of the current MCHSs towards the end of the application, Appendix 4.
- Expert assistance may also be obtained by contacting a representative from 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/>.

Eligibility Criteria

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

1. Established as a “continuation high school,” per California *Education Code* sections 48430–48438
2. Accredited by WASC
3. WASC Visiting Committee Report verifies completion of full self-study

Information Regarding Western Association of Schools and Colleges Materials

WASC 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.

WASC Award Letter:

- Only schools with a WASC Award Letter are eligible to apply. Submit a copy of the most recent WASC Award Letter along with an 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.

Timeline

Date	Activity
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



Intent to Submit

- Applicants are required to submit an electronic Intent to Submit to the CDE **by August 31, 2023**.
- The link for the Intent to Submit survey is <https://surveys3.cde.ca.gov/go/inttosubmchsapp202324.asp>.
- An automated email will be sent to confirm receipt of the online form. If you do not receive a confirmation email within 72 hours, please contact the Educational Options Office (EOO) by email at CONTINUATIONEDUC@cde.ca.gov.
- Please be sure to print a copy of your completed Intent to Submit for your records.

Attachments A–D (PDF Forms)

Attachments A–D **must** be:

- Taken from the current year's application (2023–24)
- Typewritten
- Submitted in the exact format as provided in the application (on 8 ½ by 11-inch white paper)



Attachment A: Application Cover Sheet (Slide 1 of 2)

- Please follow the link provided to access Attachment A: Application Cover Sheet: <https://www.cde.ca.gov/ta/sr/mc/documents/attamchs23.pdf>
- Provide all requested information.
 - For assistance identifying your school's 14-digit County-District-School (CDS) code, please visit the CDE California School Directory web page at <https://www.cde.ca.gov/schooldirectory/>.
 - For assistance identifying which CCEA Plus Region your school is a part of, please visit the CCEA Plus Regions web page at <https://cceanet.org/about-us/regions/>.

Attachment A: Application Cover Sheet (Slide 2 of 2)

- Include the completed Application Cover Sheet as the **first page** of your application.
- The signature on this form may be electronic or typed.

Attachment B: School Information Sheet

- Please follow the link provided to access Attachment B: School Information Sheet: <https://www.cde.ca.gov/ta/sr/mc/documents/attb-mchs23.pdf>.
- Provide all requested information.

Attachment C: Certification Form

- Please follow the link provided to access Attachment C: Certification Form: <https://www.cde.ca.gov/ta/sr/mc/documents/atc-mchs23.pdf>.
- By completing the form, the District certifies that the diploma earned at this continuation high school is equivalent to the diploma earned at the traditional high school(s) in the district, and that every graduate, whether from a traditional high school or continuation high school, is equally prepared for productive community participation.
- The District also certifies that all information presented in the 2023–24 MCHS Application is true and accurate.
- The signatures on this form may be electronic or typed.

Attachment D: Glossary (Slide 1 of 2)

- Please follow the link provided to access Attachment D: Glossary:
<https://www.cde.ca.gov/ta/sr/mc/documents/attd-mchs23.pdf>.
- List **all** of the acronyms or initialisms used within the following documents:
 - Narrative Statements (excluding the Student Statement, Parent/Guardian/Caregiver Statement, and Community Organization or Community Business Representative Statement)
 - Program Effectiveness Statements
 - Quality Indicators (Self-Evaluation) Evidence

Attachment D: Glossary (Slide 2 of 2)

- Spell out the full name or term in the “Description” column.
- Use an additional sheet of paper, if necessary.

Narrative Statements (Slide 1 of 2)

There are a total of eight (8) Narrative Statements as described on pages 13–14 of the application. Please ensure that each Narrative Statement focuses on specific qualities and innovative characteristics that make the applicant school an exemplary model.

1. School Profile
2. Responding to How the Coronavirus (COVID-19) and Variants Extend Challenges
3. School Management
4. The Way Credits Are Earned
5. Staff Statement

Narrative Statements (Slide 2 of 2)

6. Student Statement
7. Parent/Guardian/Caregiver Statement
8. Community Organization or Community Business Representative Statement

Note: The guidelines for the above Narrative Statements are provided on the following slides since they are to be written by individuals associated with the school.

How to Prepare the Narrative Statements (Slide 1 of 2)

- Review the guidelines for each statement.
- Each of these topics includes multiple elements, **all** of which should be addressed.
- Statements must be on 8 ½ by 11-inch white paper, typewritten, using an 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
 - 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'. However, the statement is still limited to one page.

How to Prepare the Narrative Statements (Slide 2 of 2)

- Each statement is limited to **one** page.
- Only **one** statement is to be submitted for each of the eight (8) topics.
 - If the Parent/Guardian/Caregiver Statement is written in a language other than English, submit both the original letter and translation.

Note: See Appendix 5 for reference sample.

Guidelines for the 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

Guidelines for the 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.

Guidelines for the 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.

Program Effectiveness Statements

There are a total of three (3) Program Effectiveness Statements as described on pages 15–16 of the application.

1. School Evaluation of Effectiveness
2. Student Assessment Results
3. How Use of Data is Noteworthy

For each of these topics, you are asked how they support continuous improvement. What is working and what needs to be improved?

How to Prepare the Program Effectiveness Statements

- Review the guidelines for each statement.
- Statements must be on 8 ½ by 11-inch white paper, typewritten, using an 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
 - See Appendix 5 for reference.
- Each statement is limited to **one** page.
- Only **one** statement is to be submitted for each of the three (3) topics.

Attachments E–G (PDF Forms)

Attachments E–G **must** be:

- Taken from the current year's application (2023–24)
- Typewritten
- Submitted in the exact format as provided in the application (on 8 ½ by 11-inch white paper)



Attachment E: Quality Indicators (Self-Evaluation)

- Please follow the link provided to access Attachment E: Quality Indicators (Self-Evaluation): <https://www.cde.ca.gov/ta/sr/mc/documents/attemchs23.pdf>.
- There are five categories of Quality Indicators, each with sub-categories:
 - School Management
 - Curriculum
 - Instructional Strategies
 - Educational Climate
 - Guidance and Counseling

How to Complete Attachment E: Quality Indicators (Self-Evaluation) and Evidence for Quality Indicators (Slide 1 of 3)

- Mark the box that describes the level of implementation of each Quality Indicator at the applicant school, “In Place” or “Not In Place”.
- On a separate sheet of paper, provide evidence for each Quality Indicator.
 - Briefly describe the evidence that substantiates the implementation of each Quality Indicator.
 - Clearly indicate the letter and number of each Quality Indicator next to your response.

How to Complete Attachment E: Quality Indicators (Self-Evaluation) and Evidence for Quality Indicators (Slide 2 of 3)

- Evidence must be on 8 ½ by 11-inch white paper, single-sided, typewritten, using an 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
- Place the evidence directly behind Attachment E.
- The intent of Quality Indicator B2 is to verify that students have access to courses that meet the University of California entrance requirements.

How to Complete Attachment E: Quality Indicators (Self-Evaluation) and Evidence for Quality Indicators (Slide 3 of 3)

- If Quality Indicator C3 is marked, “Not in Place” signifying that the student-teacher ratio exceeds 20:1, an applicant may submit a one-page narrative that describes how the school is exemplary and request that the 20:1 ratio be waived.
 - The narrative must be on 8 ½ by 11-inch white paper, single-sided, typewritten, using an 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins.
 - Place this narrative behind Attachment E.

How to Complete Attachment F: Exemplary Components Checklist (Slide 1 of 2)

- Please follow the link provided to access Attachment F: Exemplary Components Checklist:
<https://www.cde.ca.gov/ta/sr/mc/documents/attf-mchs23.pdf>.
- Key in “Yes” to the corresponding component type if it is offered at the applicant school. Otherwise, key in “No.”
- Describe any additional components that support the applicant school in providing exemplary practices on a separate page. (See p. 17 of the application for specific formatting instructions.)

How to Complete Attachment F: Exemplary Components Checklist (Slide 2 of 2)

- The list of exemplary components is intended to provide the review team with an overview of the applicant school. Each component is described in general terms. Use your best judgement in determining whether or not the school offers each component. There will be an opportunity to clarify the details of each checked component if a Site Validation Visit is scheduled.

How to Complete Attachment G: Application Checklist

- Please follow the link provided to access Attachment G: Application Checklist: <https://www.cde.ca.gov/ta/sr/mc/documents/attg-mchs23.pdf>
- Ensure that your application packet includes all **required** items.
- Place a check by each item included in the application packet.
- Be sure to place the items in the order provided on the checklist and/or the Application Assembly section of the application packet.
- The completed checklist **must** be included as the **last page** of the application packet.

Assembling the Application (Slide 1 of 3)

- The completed application is to be submitted as a **single PDF** document.
- Assemble the application as outlined on the next two slides. Also refer to p. 5 of the application packet and/or the Application Checklist (Attachment G).

Assembling the Application (Slide 2 of 3)

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**)

Assembling the Application (Slide 3 of 3)

8. Quality Indicators (Self-Evaluation) Evidence
9. Exemplary Components Checklist (Attachment F)
 - a. Statement to describe additional components that support the school in providing exemplary practices (**Optional**)
10. Master Schedule
11. WASC Award Letter (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)

Submitting the Application (Slide 1 of 5)

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".

Submitting the Application (Slide 2 of 5)

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**.

Submitting the Application (Slide 3 of 5)

Note: The Project URL, Project Code, and Password can be obtained by sending a request to the Educational Options Office by email at CONTINUATIONEDUC@cde.ca.gov by Tuesday, September 5, 2023.

- 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.

Submitting the Application (Slide 4 of 5)

- 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.

Submitting the Application (Slide 5 of 5)

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.

Evaluation Process (Slide 1 of 11)

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:
 - 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.

Evaluation Process (Slide 2 of 11)

Step 1: Application Screening (continued)

- 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.

Evaluation Process (Slide 3 of 11)

Step 1: Application Screening (continued)

- 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.

Evaluation Process (Slide 4 of 11)

Step 1: Application Screening (continued)

- 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.

Evaluation Process (Slide 5 of 11)

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 zero to three-point 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.

Evaluation Process (Slide 6 of 11)

Rating	Initial Score	Possible Adjusted Score (minus one [1] 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

Evaluation Process (Slide 7 of 11)

Rating	Initial Score	Possible Adjusted Score (minus one [1] point per reader discretion)	Description
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 met criteria

Evaluation Process (Slide 8 of 11)

Step 2: Application Review (continued)

- It is possible to receive a score of 33 points—maximum of 24 points for the narrative statements and 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 the reading session.

Evaluation Process (Slide 9 of 11)

Step 3: Site Validation Visit

- A review team will conduct a Site Validation Visit to applicant schools receiving a total score of 25 points or more.
- The review team will interview the principal, teachers, students, guidance and support staff, stakeholders, and others familiar with the school. (See p. 9 for details.)
- The review team may recommend the applicant school for MCHS status to the CDE, where a final determination will be made.

Evaluation Process (Slide 10 of 11)

Step 4: District Audit Report Review

- EOO staff will review the applicant school's District Audit Report provided to the CDE's School Fiscal Services Division.
- CDE staff will also review the District Audit Report to establish if there are any internal control findings or any other notes that may raise doubt as to the quality of the applicant's program.
- 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.
- It is up to the applicant to relay the importance of a timely submission to their district.

Evaluation Process (Slide 11 of 11)

Recommendations and Final Decisions

- The site review teams make recommendations to the CDE where a final determination will be made.
- Applicants that are not recommended for MCHS designation will be notified via email.
- Applicants that are recommended for MCHS designation will be notified by a congratulatory phone call from EOO staff and official letter and a news release issued by the CDE's Communications Division.

Reasons for Disqualification from the Application Screening Process (Slide 1 of 3)

- Applications that are not received by the September 6, 2023 deadline
- Applications that do not meet the minimum eligibility criteria after final submission
- Waiver requests that exceed the one page limit on 8½ by 11-inch white paper, do not use an 11 or 12-point Arial font, are not singled-spaced, do not use normal character spacing, and do not have one-inch margins
- Narrative Statements that do not include the title of the statement as a header, exceed the one page limit, are not typewritten on 8½ by 11-inch white paper, do not use an 11 or 12-point Arial font, are not singled-spaced, do not use normal character spacing, and do not have one-inch margins

Reasons for Disqualification from the Application Screening Process (Slide 2 of 3)

- Program Effectiveness Statements that do not include the title of the page as a header, 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
- Any Quality Indicators marked “Not in Place”, with the exception of Quality Indicator C3 (waiver may be requested)
 - Waiver request **must** be submitted if Quality Indicator C3 is marked “Not In Place.” Applications with a waiver request for Quality Indicator C3 that exceeds the one page limit on 8½ by 11-inch white paper, do not use an 11 or 12-point Arial font, are not singled-spaced, does not use normal character spacing, and do not have one-inch margins

Reasons for Disqualification from the Application Screening Process (Slide 3 of 3)

- Schools with Initial, Interim, Candidate status, or those that submit a certificate as verification of their WASC accreditation do not meet the criteria
- “Required” items are omitted from the application

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.
- 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.

Webinar Materials

The PowerPoint from today's webinar will be made available on the following web pages:

- CDE MCHS Recognition Program web page at <https://www.cde.ca.gov/ta/sr/mc/index.asp>.
- CCEA Plus Model School Recognition Program web page at <https://cceanet.org/awards/model-school/>.

Questions

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

CONTINUATIONEDUC@cde.ca.gov

Contact Information

For assistance with completing the application, please contact:

Dan Sackheim, Education Programs Consultant

Darice Barefield, Technical Assistant Analyst

California Department of Education

Educational Options Office

CONTINUATIONEDUC@cde.ca.gov

916-323-2183

Visit the CDE MCHS Recognition Program web page at

<https://www.cde.ca.gov/ta/sr/mc/index.asp>

Thank You for Your Participation

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Participation**