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Model Continuation High School and Model Community Day School Recognition Programs

2024-25 School Year
Technical Assistance Webinar
Tuesday, June 4, 2024
California Department of Education

Overview of the 2024–25 Model Continuation High School and Model Community Day School Applications

The following set of slides provides an overview of the 2024–25 Model Continuation High School (MCHS) and Model Community Day School (MCDS) Applications.

Overview

- ▶ Background
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Background

- ▶ The California Continuation Education Association Plus (CCEA Plus) is the merged organization of the CCEA and the Community Day School Network that occurred in 2019.
- ▶ Following the merger, discussions began about the possible development of a MCDS Recognition Program and modification of the MCHS Recognition Program based on the priorities of the State Superintendent of Public Instruction, through a collaboration between the California Department of Education (CDE) and CCEA Plus.
- ▶ The proposed application for the MCDS Recognition Program originally emerged at the end of July 2023.

Purpose

The MCHS and MCDS Recognition Programs:

- ▶ Identify and recognize exemplary programs.
- ▶ Create resource lists of outstanding programs and practices for school visitations and other forms of peer mentoring.

The Role of Model School Educators

The MCHS and MCDS educators may meet as groups, facilitated by the CDE Education Programs Consultant (EPC) who oversees continuation education and community day schools, to discuss how best to:

- ▶ Bring forward their expertise and exemplary practices (and needs), through webinars, web pages, statewide or regional summits, etc.
- ▶ The CDE EPC will document the participation of the MCHS and MCDS educators in providing their knowledge to others.

Timeline

Date	Activity
May 22, 2024	Applications available to the field
June 4, 2024	Application Webinar
August 30, 2024	Intent to Submit online forms to be completed
September 12, 2024	Applications due
October 4, 2024	Applications reviewed and rated (Northern)
October 18, 2024	Applications reviewed and rated (Southern)
October 21, 2024– December 31, 2024	Site Validation Visits
December 15, 2024	District Audit Reports due (MCHS applicants only)
February 2025	Schools notified
April/May 2025	Awards ceremony

Public Information

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

- ▶ School and principal contact information
- ▶ Narrative Statements
- ▶ Description of exemplary practices and program summary from the site visit report

Eligibility Criteria: Continuation High Schools

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.

Eligibility Criteria: Community Day Schools

1. The school is established as a community day school according to *EC* sections 48660–48666.
2. It is recommended that the school be accredited by WASC. Schools that are not WASC accredited are still eligible to apply.
 - a. If accredited, the school’s WASC Visiting Committee Report must verify that the school has completed a full self-study, which typically involves a three- and one-half-day visit.

Intent to Submit

- ▶ Applicants are required to submit an electronic Intent to Submit to the CDE by August 30, 2024.
- ▶ An automated email will be sent to confirm receipt of the online form. If a confirmation email is not received within 72 hours, please contact the Educational Options Office via the respective email: ContinuationEduc@cde.ca.gov or CommunityDaySch@cde.ca.gov.
- ▶ Please be sure to print a copy of the completed Intent to Submit for your records.

Overall Content of the Application

- ▶ There are four (4) pages/PDFs for signatures and basic school information, Attachments A–D.
- ▶ There are five (5) Narrative Statements that will be scored based on ratings of being exemplary (above the performance of normally effective continuation high schools and community day schools).

Narrative Statements

There are a total of five (5) Narrative Statements.

1. School Profile
2. School Management
3. Educating “This Whole Child” (Instruction)
4. Educating “This Whole Child” (Social, Emotional and Mental Health and Development)
5. School Evaluation of Effectiveness

How to Prepare the Narrative Statements

- ▶ Review the guidelines for each statement.
- ▶ Each of the topics includes multiple elements, all of which should be addressed.
- ▶ The title of the statement **must** be included as the header.
- ▶ Statements must be on 8 ½ by 11-inch white paper, typewritten, using 11 or 12-point Arial font, single-spaced, normal character spacing with one-inch margins.
- ▶ Each statement is limited to two pages.

Underlying Questions When Writing Narrative Statements (Slide 1 of 2)

- ▶ Ensure that each of the five Narrative Statements focuses on the specific qualities and innovative characteristics that make the applicant school an exemplary model and that could be useful to other schools. Summarize the elements the school uses that have led to continuous school improvement. Cite evidence that your school performs above and beyond the performance of a normally effective continuation high school or community day school. Include a description of how your school is helping to close the Achievement Gap (defined as the gap between test scores for African American and Hispanic students compared to test scores for white and Asian students).

Underlying Questions When Writing Narrative Statements (Slide 2 of 2)

Within the five Narrative Statements, keep in mind these four underlying questions:

- ▶ What do we want all students to know and be able to do?
- ▶ How will we know if they learn it?
- ▶ How will we respond when some students do not learn?
- ▶ How will we extend the learning for students who are already proficient?

Central Theme: This Whole Child (Slide 1 of 2)

In this application, you will find reference to the term, “This Whole Child,” as a central theme. This is in contrast to the generic term, “The Whole Child,” which is a useful, but general approach to understanding and responding to and supporting youth. “This Whole Child,” calls out that we do not work with generic students, we work with individual students who are unique individuals who have come together to comprise a learning community. You do this by providing your students with myriad educational options, mental health resources, and other support services, through which you identify and address their unique needs, including valid challenges, goals, values and pains that might be being expressed problematically, and elevate their unique strengths and assets.

Central Theme: This Whole Child (Slide 2 of 2)

We need to listen “through this whole student’s ears” to understand their lived experience. The School Evaluation of Effectiveness Narrative Statement asks you to address and document both the individual progress of each student and a compilation of these individual findings.

Narrative Statement 1: School Profile (Slide 1 of 3)

Please describe the following:

- ▶ The school, grade levels served, student demographics, community context, staffing, and district support.
- ▶ Discuss your daily schedule (and be prepared to share your schedule with the visitation team).

Narrative Statement 1: School Profile (Slide 2 of 3)

- ▶ While you are asked to discuss supporting individual students in the narratives about Educating “This Whole Child” (Instruction) and Educating “This Whole Child” (Social, Emotional and Mental Health and Development), describe here in the School Profile narrative the general ways staff in all roles come together as a full team and in smaller groups to: (1) evaluate academic, behavioral, attendance, school climate data; (2) share observations of academic, behavioral and social strengths, successes and challenges faced by students; (3) significant events and student interests; (4) family input; and (5) schoolwide practices and district policy. The aforementioned gatherings are sometimes officially scheduled under the general term “professional learning communities.”

Narrative Statement 1: School Profile (Slide 3 of 3)

- ▶ Discuss how you prepare students to be ready for and successful in the next levels following participation in your school (another school, society, college and/or vocational schools, career readiness and other opportunities). How do you help them to be aware of the possibilities?
- ▶ Describe the use of professional development in response to identified needs and approaches to support continuous improvement for students and the continuation high school or community day school.
- ▶ What safety measures are in place?

Narrative Statement 2: School Leadership and Management (Slide 1 of 2)

Please describe the following:

- ▶ How staff, students, and other educational partners are involved in collaborating and contributing to school management, including identifying challenges and the means for identifying and implementing needed changes.
- ▶ How the continuation high school or community day school coordinates with the traditional schools and other alternative education schools within the district to provide for seamless and supportive transfer into and from the continuation high school or community day school, including how student assets are emphasized in addition to any challenges.

Narrative Statement 2: School Leadership and Management (Slide 2 of 2)

- ▶ How district leadership, other district schools, educational partners and community members are informed of the activities, successful academic, social and emotional progress of continuation high school or community day school students, and challenges within the continuation high school or community day school needing additional support.

Narrative Statement 3: Educating “This Whole Child” (Instruction) (Slide 1 of 2)

Please describe the following:

- ▶ How instruction and curriculum are matched to student developmental levels, student learning strengths and interests, and the student’s lived-experience and identity.
- ▶ All methods students may use to earn credits. Indicate the maximum number of credits that can be earned per quarter, semester, and year.
- ▶ The scoring rubrics for projects, essays, and other individual assignments.

Narrative Statement 3: Educating “This Whole Child” (Instruction) (Slide 2 of 2)

- ▶ The use of competency, mastery, in-class and out-of-class projects, homework, and length of each class period. Discuss if all credits and partial credits are transferable to other schools in the district.
- ▶ The instructional delivery system (e.g., directed teaching, project-based assignments, group projects, and other modalities) and how this is monitored and supported.
- ▶ If the number of credits to graduate from the continuation high school or community day school is less than the number required to graduate from the traditional high school(s) in the district, explain the differences and the rationale for requiring fewer credits.

Narrative Statement 4: Educating “This Whole Child” (Social, Emotional and Mental Health and Development) (Slide 1 of 4)

Please describe the following:

- ▶ How social, emotional and mental health needs and appropriate responses are identified and provided to students, including trauma-informed practices, and by whom. How are these elements integrated into the total school program?
- ▶ How respect for the student within the school community is actively supported.

Narrative Statement 4: Educating “This Whole Child” (Social, Emotional and Mental Health and Development) (Slide 2 of 4)

- ▶ How the school culture, climate and practices are supportive as a learning community, personally and culturally relevant, sustaining and revitalizing, respectful of the lived experience of the student and family, and how implicit and explicit bias are identified and addressed.

Narrative Statement 4: Educating “This Whole Child” (Social, Emotional and Mental Health and Development) (Slide 3 of 4)

- ▶ The alternative means of supportive improvement and intervention used to prevent or respond to behavioral and/or attendance challenges and barriers, and to minimize the use of exclusionary practices such as suspension, expulsion and other restrictions on students’ active engagement and opportunities within the learning community. These might include restorative practices, student success teams, social, emotional and mental health supports, and other positive, asset-based recommended practices per *EC* sections 48900.5 and 48900 paragraphs (v) and (w). Provide a specific explanation of how those practices relate to any disproportionate representation of minority students and any other identified equity concerns in such interventions.¹

Narrative Statement 4: Educating “This Whole Child” (Social, Emotional and Mental Health and Development) (Slide 4 of 4)

- ▶ How you collaborate with the student in identifying valid challenges, goals, values and pains that might be being expressed problematically, including those that the student identifies as a response to specific school practices, and in identifying positive, viable alternatives to the problematic behaviors.
- ▶ Have you identified and addressed systemic practices, including those regarding school culture and climate, which have undermined some or all students?

Narrative Statement 4: Educating “This Whole Child” (Social, Emotional and Mental Health and Development) [Reference¹](#)

- ▶ For assistance in this area, you may review recent guidance issued by the U.S. Department of Education (ED) and the Department of Justice on the [ED School Climate and Student Discipline Resources web page](#).

Narrative Statement 5: School Evaluation of Effectiveness (Slide 1 of 2)

Please describe the following:

- ▶ How the school evaluates the effectiveness of its educational program, both on an ongoing basis and as measured over time. What procedures are used to determine what is working and what needs to be improved (e.g., formal and informal data including student, staff, family and other educational partners' input, and other examples). This includes information about students and also systemic practices.

Narrative Statement 5: School Evaluation of Effectiveness (Slide 2 of 2)

- ▶ How the school measures and records ongoing value-added academic, social and emotional progress, compared to from before the student entered this school, and throughout their participation in the school. And how these individual findings are also compiled as measures of the value added within the school.
- ▶ Discuss how staff use these objective and formative data to support instructional and school culture improvement, and how this information is shared with the student, family members, continuation high school or community day school staff, district, educational partners, and community members.

Western Association of Schools and Colleges Accreditation for Continuation High Schools (Slide 1 of 2)

- ▶ To be an MCHS, a continuation high school must be accredited by the WASC.
- ▶ A copy of the WASC Accreditation Letter indicating the WASC accreditation period must be submitted along with an extension letter, if applicable, that lists the dates for which the continuation school is accredited.
- ▶ If selected for a Site Validation Visit, the applicant must prepare and provide a digital copy of the most recent WASC Visiting Committee Report which must verify that the school has completed a full self-study, on the day of the Site Validation Visit.

Western Association of Schools and Colleges Accreditation for Continuation High Schools (Slide 2 of 2)

- ▶ **Disqualification from Eligibility:** Continuation 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.

Western Association of Schools and Colleges Accreditation for Community Day Schools

- ▶ It is recommended that community day schools be accredited by WASC. However, community day schools that are not WASC accredited **are still eligible to apply.**
- ▶ A copy of the WASC Accreditation Letter indicating the WASC accreditation period must be submitted along with an extension letter, if applicable, that lists the dates for which the community day school is accredited.
- ▶ If selected for a Site Validation Visit, the applicant must prepare and provide a digital copy of the most recent WASC Visiting Committee Report which must verify that the school has completed a full self-study, on the day of the Site Validation Visit.

Attachments (PDF Forms)

Attachments A–D must be:

- ▶ Taken from the current year's application (2024–25)
- ▶ Typewritten
- ▶ Submitted in the exact format as provided in the application (on 8 ½ by 11-inch paper)



Attachment A: Application Cover Sheet

- ▶ Provide all requested information.
- ▶ 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

- ▶ Provide all requested information.

Attachment C: Certification Form

- ▶ By completing the form, the District certifies that the diploma earned at this continuation high school or community day school is equivalent to the diploma earned at the traditional high school(s) in the district, as appropriate, and that every graduate, whether from a traditional high school, continuation high school or community day school, is equally prepared for productive community participation.
- ▶ The District also certifies that all information presented in the 2024–25 MCHS/MCDS Application is true and accurate.
- ▶ The signature on this form may be electronic or typed.

Attachment D: Glossary

- ▶ List all of the acronyms or initialisms used within the Narrative Statements.
- ▶ Spell out the full name or term in the “Description” column.
- ▶ Use an additional sheet of paper, if necessary.

Assembling the Application

The completed application is to be submitted as a **single PDF**. Each of the items listed below 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 (5 statements)
6. WASC Award Letter (including extension letter, if applicable)

Note: Item 6 is only required if the school is WASC accredited.

Submitting the Application

- ▶ Applications must be uploaded into the exFiles File Transfer System by 4 p.m. on **Thursday, September 12, 2024**.
- ▶ Instructions for naming your PDF document and uploading your PDF document to the exFiles File Transfer can be found in the MCHS/MCDS application.
- ▶ The Project URL, Project Code, and Password to upload your application can be obtained by sending a request to the Educational Options Office (EOO) by email at ContinuationEduc@cde.ca.gov or CommunityDaySch@cde.ca.gov. The email must be received by Wednesday, September 11, 2024, (one day before the application deadline).

Evaluation Process (Slide 1 of 4)

Step 1: Application Screening

- ▶ Each application received by the application deadline, 4 p.m. on September 12, 2024, will be downloaded and reviewed by Educational Options Office (EOO) staff to ensure it meets the minimum eligibility criteria.

Step 2: Application Review

- ▶ Applications that pass the screening process performed by EOO staff will be evaluated by trained field experts.

Evaluation Process (Slide 2 of 4)

Step 2: Application Review (continued)

- ▶ Each Narrative Statement will be rated on a twenty-point scale as follows, representing ratings of being exemplary (above the performance of normally effective continuation high schools or community day schools) for a possible combined total of 100 points.
- ▶ Applications that receive a total score of 75 points or more will qualify for a Site Validation Visit.
- ▶ Applications that receive less than 75 points will be disqualified.

Rating	Points
Excellent	15–20
Moderate	6–14
Not above normal expectations	0–5

Evaluation Process (Slide 3 of 4)

Step 2: Application Review (continued)

- ▶ Applicants that receive a score of less than 75 points will be notified via email. Notifications will be sent out following the conclusion of the reading process.

Step 3: Validation Visit

- ▶ A review team will conduct a Site Validation Visit to applicant schools receiving a total score of 75 points or more.
- ▶ The review team will interview the principal, teachers, students, guidance and support staff, stakeholders, and others familiar with the school.

Evaluation Process (Slide 4 of 4)

Step 3: Validation Visit (continued)

- ▶ The review team may recommend the applicant school for MCHS or MCDS status to the CDE, where a final determination will be made.

Reasons for Disqualification from the Screening Process: Continuation High Schools

- ▶ The school is not established as a “continuation high school” according to *EC* sections 48430–48438.
- ▶ Any applications that are not received by the September 12, 2024, deadline **will be disqualified**.
- ▶ Narrative Statements that exceed the maximum of two pages, are not typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins and do not include the title of the Narrative Statement as a header will also be disqualified.

Reasons for Disqualification from the Screening Process: Community Day Schools

- ▶ The school is not established as a “community day school” per *EC* sections 48660–48466.
- ▶ Any applications that are not received by the September 12, 2024, deadline **will be disqualified**.
- ▶ Narrative Statements that exceed the maximum of two pages, are not typewritten, in 11 or 12-point Arial font, single-spaced, normal character spacing, with one-inch margins and do not include the title of the Narrative Statement as a header will also be disqualified.

District Audit Report (Slide 1 of 2)

The District Audit Report requirement pertains to MCHS applicants only.

- ▶ 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...”
- ▶ 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.

District Audit Report (Slide 2 of 2)

- ▶ Failure of a district to submit their audit report to the CDE's School Fiscal Services Division by December 15, 2024, will result in the applicant being considered ineligible for designation as a 2025 MCHS.
- ▶ However, if the district is granted an extension, the applicant may obtain a letter from the auditor. The letter must state that there are no audit findings related to the applicant. This document **must** be submitted to the EOO via email at ContinuationEduc@cde.ca.gov by January 3, 2025.
- ▶ It is up to the applicant to relay the importance of a timely submission to their district.

Designation Period

- ▶ Schools that are awarded MCHS or MCDS designation for the 2024–25 application year will be for the period of April 2025 through March 2028.
- ▶ Schools that receive the MCHS or MCDS designation in 2025 are encouraged to submit a new application in the 2027–28 application year to avoid a possible gap in model school designation status.
- ▶ Schools selected as an MCHSs or MCDSs agree to submit an Annual Assurance of Services Form by June 30 for each of the **second and third years** of designation.

exFiles

Questions & Answers

Contact Information

For assistance with completing or submitting the application, please contact:

Dan Sackheim, Education Programs Consultant

Darice Barefield, Technical Assistant Analyst

California Department of Education

Educational Options Office

916-323-2183

ContinuationEduc@cde.ca.gov

CommunityDaySch@cde.ca.gov

Join the community day school listserv to receive timely information about the establishment and operation of community day schools. This includes professional development and funding opportunities.

Additional Resources

Join the community day school listserv to receive timely information related to both community day schools and continuation high schools.

[Community Day School Email List](#)

Note: A separate listserv is currently being developed specifically for continuation education.

Thank You