

Core Elements for Describing a Community Day School

The Educational Options Office in the California Department of Education, in collaboration with the leaders of the statewide Community Day School Network, has outlined core elements and questions for guiding a discussion about community day schools.

1. Contact Person(s)

- Identify the district contact person for the CDS. Include his or her name, title, address, telephone number, fax number and e-mail address.
- Identify the site administrator for the CDS. Include his or her name, title, address, telephone number, fax number, and e-mail address.

2. Mission Statement

- Provide the mission statement for the CDS.

3. Students

- Outline how the district ensures that an education program is provided to each student who is subject to an expulsion order during the period of the expulsion (include students not served at the CDS).
- Describe how the district will comply with the priorities for assignment outlined in *Education Code* Section 48662(b). If there is an agreement that the County Superintendent of Schools will serve any of the students described in *Education Code* Section 48662(b), attach a copy of the agreement.
- *Education Code* Section 48662(b) provides that a pupil may be assigned to a Community Day School only if he or she meets one or more of the following conditions:
 1. The pupil is expelled for any reason.
 2. The pupil is probation referred pursuant to Section 300 or 602 of the *Welfare and Institutions Code*.
 3. The pupil is referred to a Community Day School by a school attendance review board or other district level referral process.
 4. First priority for assignment to a Community Day School shall be given to a pupil expelled pursuant to subdivision (d) of *Education Code* Section 48915, second priority shall be given to pupils expelled for any other reasons, and third priority shall be given for placement to all other pupils pursuant to this section, unless there is an agreement that the county superintendent of schools shall serve any of these pupil.

Describe the characteristics of the students the district serves in the CDS and why they are best served in the CDS program.

Include a table that shows, by grade level, how students are assigned to the CDS. Provide the unduplicated cumulative annual enrollment for the prior school year and for the current school year, to date. *(If this is a new program that has not begun operation, provide the anticipated enrollment for the first year of operation under "current year.")*

Unduplicated Cumulative Annual Enrollment										
Grade Level	Mandatory Expulsion EC Section 48915(c)(1-5) (including suspended mandatory expulsions)		Other Expelled (including suspended expulsions)		Probation Referred		SARB Referred		Other District Level Referral Process	
	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year	Prior Year	Current Year

Indicate the highest, lowest, and average daily enrollment (combined for all categories of students) for the prior school year and the current school year, to date. *(If this is a new program that has not begun operation, provide the anticipated enrollment for the first year of operation.)*

4. Referral and Placement

- Summarize other educational placement options in the district for the at risk students in these grade levels. The following are among the more common educational placement options:

Schools

- Traditional school
- Other Community Day School
- School-within-a-school*
- Opportunity school
- Continuation school
- Alternative (non-traditional) school*
- Community School (county)
- Adult school
- Charter school*

Programs

- Opportunity program
- Teenage Pregnancy/Parenting Program

Instructional Techniques/Strategies

- Learning center
- Home/hospital study
- Independent study
- Home schooling
- *Please describe

- List any other placement options not operated by the district to which you refer students.
- Describe how the district achieves coordination and articulation between the alternative education schools and programs and with the comprehensive schools. Discuss how this is achieved at the district, school, and student level.
- Describe the efforts of the district to increase the capacity of traditional schools to support and serve at risk students before assignment to a CDS may be needed, and for students after they leave the CDS, so that they may return earlier.
- Describe how information about a student referred from another school to the CDS is shared between the two schools while the student is enrolled in the CDS.

- Outline the conditions and processes the district uses in assigning students to alternative education programs, and to the CDS, in particular.
- Outline the intervention process that the district uses prior to such an assignment (student success team or student assistance program, directed interventions, alternative placements).
- Describe the referral process for assigning students to the CDS. Describe how the educational assets and level of development of the students will be identified regarding academics, behavior and social-emotional development, and attendance, and where improvement is needed. Discuss individualized assessment, guidance, follow-up, and review of student progress. Include a copy of referral forms.
- If the district uses a district level referral/transfer process for assigning students to the CDS (other than referrals by expulsion, probation, or a school attendance review board) describe the students who might be referred through that process.
- Describe the coordination of services with probation for students enrolled in the CDS.
- Describe the process to support the successful transfer of students from the CDS returning to the home school or another alternative school setting. Discuss the planning process (e.g. student success team or district transfer team) and how information learned about the student while in the CDS is conveyed to the educators in the next setting including ongoing communication. Discuss preparation of the student to be successful in the new setting, (e.g. teach the student how a middle or high school operates—understanding the culture of the school, subtle rules, etc.), and systems to support the student in the receiving school.

5. Program Elements

- Specify the CDS name, site address, and grade levels served. Describe how classes are organized and staffed.
- Explain how the academic programs in the CDS are comparable to those available to pupils of similar age in the traditional schools in the district.
- List supplemental resources provided to students in the classroom (i.e., computers, distance learning, management system, curricular support teachers).
- Describe how the educational needs and progress of the students will be identified within the CDS. Include academics, behavior and social-emotional development, resiliency, and attendance.
- Describe the pro-social skills and resiliency component of the CDS program. How are these elements integrated into the total school program?
- Describe the school-to-career component and activities of the CDS.
- Outline the learning support services students and their families will receive and identify who will provide the services. Include coordination with other agencies and community partnerships. Describe the community resources (e.g. business members and associations, senior citizens, etc.) that participate in and support the CDS.
- Describe the special education component at the CDS.
- If the district offers a 7th/8th hour program following completion of the 360-minute minimum instructional day, describe the program. If one is not offered, explain as a future goal.
- Include a copy of the daily schedule for the CDS.
- Describe how the efficacy of the CDS program will be evaluated.

6. Location

- Describe where the CDS will be located. Provide a site map, indicating the location of the CDS classroom(s), physical education, and bathroom facilities.
- If the district intends to locate a CDS on the same site as an elementary, middle, junior high, comprehensive high, opportunity, or continuation school through certification by a 2/3 vote of the district's governing board (*Education Code* Section 48661), provide a copy of the board certification, including a statement of the basis for the finding that no satisfactory alternative facilities are available for a CDS in those grades. Describe the measures to provide separation of the CDS students from other students at that site.

7. Administration

- Describe Board of Education and district administration level structure and support for alternative education and specifically for the CDS. Describe the site level administration for the CDS.

8. Community Day School Consortia

- Describe the district's participation in efforts to develop a CDS consortium consistent with *Education Code* Section 48664(d).

9. Funding

- Attach a copy of the annual budget for the CDS and include FTEs for personnel.
- List all funding sources for the CDS.

10. General Information

- What were the goals last year for the CDS? Did you meet those goals?
- What are the goals for the CDS this year? Please be specific, especially with regard to new goals.
- **For Community Day Schools that are already in operation** outline what makes the CDS successful and provide examples of program "successes."
- **For Community Day Schools that are already in operation** what improvements in the CDS have occurred during the past year?
- What improvements in the CDS do you anticipate in the next year?
- What are the greatest challenges for the CDS?
- What are the greatest needs of the CDS?

11. School Accountability Report Card

- Include the most recent **School Accountability Report Card** for the CDS issued by the governing board of the district as required by *Education Code* sections 35256, 33126, and 41409.3.

12. Other Information

- Districts should provide any other information that they believe is important to provide a clear understanding of the CDS.