Instruction

Community Day School

The Governing Board recognizes the need to provide an appropriate alternative educational option for expelled students who are prohibited from attending regular schools in the district, students referred by probation pursuant to Welfare and Institutions Code 300 or 602, and students referred by a school attendance review board or another district-level referral process. The district's community day school program shall be designed to meet the needs of these students and ensure academic progress necessary for their success when returned to a regular school environment.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

The Superintendent or designee shall collaborate with the County Superintendent of Schools and, as appropriate, other districts within the county to develop, for Board adoption, a plan for providing education services and appropriate placements to all expelled students in the county. (Education Code 48926)

The district's community day school program shall be designed to give students substantial individual help with their problems. To the extent possible, the program shall include:

1. Cooperation with the county office of education, law enforcement, probation, and human services agencies personnel who work with at-risk youth

2. Low student-teacher ratio

3. Individualized instruction and assessment

4. Maximum collaboration with district support service resources, including, but not limited to, school counselors and psychologists, academic counselors, and student discipline personnel

(cf. 0400 - Comprehensive Plans)
(cf. 1020 - Youth Services)
(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall establish procedures for the involuntary transfer of students to a community day school in accordance with law. (Education Code 48662)

The Superintendent or designee may require community day school students to attend school for up to seven days each week in a directed program designed to provide students with the skills and attitudes necessary for success when they are returned to a regular school environment. (Education Code 48666)
Community Day School (Cont.)

A community day school shall not be situated on the same site as a regular district elementary, middle, junior high, comprehensive senior high, opportunity, or continuation school, except when allowed by law and when the Board certifies by a two-thirds vote that no satisfactory alternative facilities are available for the community day school. Such Board certification shall be valid for not more than one school year and may be renewed by a subsequent two-thirds vote of the Board. (Education Code 48661)

(cf. 9323.2 - Actions by the Board)

Community day schools shall be operated in safe, well-maintained facilities that meet the requirements of Education Code 17292.5.

The Superintendent or designee shall regularly report to the Board regarding the academic performance and other outcomes of students enrolled in a community day school.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
1980-1986 County community schools
17085-17096 Emergency portable facilities
17280-17316 Field Act, approvals
17365-17374 Field Act, fitness of occupancy
48260-48273 Truants
48660-48666 Community day schools
48900-48926 Suspension or expulsion
52052 Accountability
52064.5 Program evaluation; state evaluation rubrics
WELFARE AND INSTITUTIONS CODE
300 Minors subject to jurisdiction
602 Minors violating laws defining crime; ward of court
CALIFORNIA CODE OF REGULATIONS, TITLE 5
1068-1074 Alternative schools accountability systems
UNITED STATES CODE, TITLE 20
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
CODE OF FEDERAL REGULATIONS, TITLE 34
104.35 Evaluation and placement of students with disabilities
Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Guidelines for Establishing a Community Day School
WEB SITES
California Department of Education: http://www.cde.ca.gov/sp/eo/cd

Adopted: 1/20/99
Amended: 11/19/08, 3/3/10, 3/1/17
Instruction

Community Day School

Involuntary Transfer

The Superintendent or designee may assign a student to a district community day school if the student meets one or more of the following conditions: (Education Code 48662)

1. The student is expelled for any reason.
   (cf. 5144.1 - Suspension and Expulsion/Due Process)

2. The student is probation-referred pursuant to Welfare and Institutions Code 300 or 602.

3. The student is referred by the Student Attendance and Academic Review Team (SAART) or other district-level referral process.
   (cf. 5113.1 - Chronic Absence and Truancy)

The Superintendent or designee shall give first priority for assignment to a community day school to students expelled for mandatory expulsion offenses pursuant to Education Code 48915(d). Second priority shall be given to students expelled for other reasons, and third priority shall be given to students referred pursuant to item #2 or #3 above. These priorities are applicable unless there is an agreement that the County Superintendent of Schools will serve any of these students. (Education Code 48662)

When the student to be involuntarily transferred to a community day school is a student with disabilities, as defined under the federal Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973, assignment to a community day school shall be determined by the student's individualized education program (IEP) or 504 team, as applicable. (20 USC 1415; 34 CFR 104.35)

(cf. 5144.2 - Suspension and Expulsion (Students with Disabilities))
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Students who have been involuntarily transferred to a community day school based on an expulsion order, probation referral, SARB referral, or other district-level referral process shall be notified in accordance with the applicable laws and/or district policy. Such process shall include timely written notification of the transfer to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

Instruction

Academic programs offered in the community day school shall be comparable to those available to students of a similar age in the district. (Education Code 48663)

The minimum school day for a district community day school shall be 360 minutes of classroom instruction provided by a certificated employee. Independent study shall not be used as a means of providing any part of this minimum day. (Education Code 48663)
Community Day School (Cont.)

Students with a disability may be enrolled in a community day school for a shorter day in accordance with his/her IEP (Education Code 46307)

(cf. 6112 - School Day)
(cf. 6158 - Independent Study)

Program Design

The OUHSD Community Day School is designed to assist students to modify behavior, earn academic credits and complete all of the requirements necessary to earn a high school diploma. One of the key elements in this plan will be the ability of the Principal to transition students into appropriate educational placements within the alternative education program. The Principal will work with the Superintendent and/or designee to insure that expulsion plans are considered in addition to the student’s progress in attendance, appropriate behavior, and academic achievement (credits) (ABC’s) when considering transitioning students between alternative education sites.

The program is designed into four levels that will focus on a variety of student’s behavior and academic abilities in grades 9-12. The Principal and CDS staff will meet regularly to determine student transition between the four levels. The students will be placed on a level by earning the designated amount of points each level requires. These points are earned by following the progress and achievement stated above (attendance, appropriate behavior, and academic achievement). Points will be given to students each hour by an instructor or staff member. Students will be in charge of these points through a Daily Assessment Report (DAR) that is collected by the staff at the end of the day. Students are responsible for these DAR’s, which assesses and displays their progress while they are enrolled at CDS. At any point in time a student can have their points “frozen” for a 5 day time frame while they demonstrate that they will come to school, complete their work, and adhere to appropriate behavior guidelines. These “freezes” can result because of a suspension or a walk off. The Principal will have discretion to assign students to the appropriate level, depending on their academic and behavior history, as well as their expulsion plan. In order for students to meet the terms and conditions of their expulsion order, they must successfully complete all aspects of their expulsion order and currently have earned Level 3 status at a minimum.

Dress Policy

As part of the restrictive environment, a more comprehensive dress code is followed, which aligns with the expectations laid out by Education Code, expulsion contracts, probation and the district. This dress code prohibits students from wearing any articles of clothing that are any shade of blue (except normal denim), red or yellow. Covering up articles of clothing that are red, blue or yellow does not suffice as a dress code alternative. Students cannot wear hats, hoodies, head coverings or bandanas.

Violating the dress code directly defies the school and district policy as well as the student’s expulsion contract, which will result in the student being suspended.

Electronics

All electronics, including headphones, are to be turned in at the beginning of the school day. They will be locked away and returned to the student at the end of the day.
Community Day School (Cont.)

Level System

Level 1
This level is designed for the students with the most severe behavior issues and students newly assigned to the school. Each block is six weeks in length. Level 1 students have to earn their way to the next level by demonstrating acceptable behavior, positive attendance and academic achievement. The Principal and Superintendent/designee will have discretion in the initial placement of students into the school.

This program will be in a multi-level, multiple subject classroom. Students will have an academic and behavior plan designed for them during their intake with the Principal to help them modify unacceptable behaviors and to increase academic achievement.

- Heavy emphasis on four expectations of program (Safe Boundaries, Speak with Respect, Appropriate Social Skills and Use of Self-Control)
- Daily check of clothing to assure compliance
- In depth review of placement contract
- Clearly defined pathway through the level system
- Character education and behavior modification.

Elements of Level 1:

- Proper attire.
- An Individual Learning Plan will be developed for each student.
- Student earns way into Level 2 by fulfilling the necessary points earned by good attendance, behavior, and earning credits.

Level 2
This level is designed for students that continue to exhibit behavior issues and attendance issues, but are demonstrating some level of academic ability and achievement.

Elements of Level 2:

- Proper attire
- An Individual Learning Plan will be developed for each student.
- Student earns way into Level 2 by fulfilling the necessary points earned by good attendance, behavior, and earning credits.
- Moving to the next level requires a recommendation of the Principal and staff as well as the student having no major discipline or attendance issues.

Level 3
This level is designed for students that are functioning at an acceptable behavior and academic levels as determined by the Principal and staff. These students continue to work under an Individualized Learning Plan and expulsion contract. These students demonstrate the ability to work well with peers, staff, demonstrate academic achievement and have few attendance and/or tardy issues.
Community Day School (Cont.)

Elements of Level 3:

- Proper attire
- Transition plan will be developed for each student.
- Moving to the next level requires a recommendation of the Principal and staff as well as the student having no major discipline or attendance issues.

Level 4

Students reaching or attaining Level 4 have earned the following options:

- Transition to Prospect High School when an opening is available.
- Continue in the CDS Level 4 classroom until their expulsion order is completed.
- Note: Students reaching or attaining Level 4 must demonstrate all four school expectations daily and have appropriate behavior, positive attendance, positive credit accrual and meet all conditions of their expulsion order. Students violating the aforementioned, risk being reassigned to Levels 1-3 and extending their educational placement at the school.

Specific Non-negotiables for all CDS students

1. No electronic devices including iPods, mp3 players or other music and/or video devices allowed.
2. Cell phones are not permitted to be used by students during school hours unless they have achieved Level 4 status and use the phone at an appropriate time (not during class time).
3. Parents that need to contact their child during school hours are welcome to call the school at 538-2330 to get a message to their child.
4. No gang attire as determined by school staff.
5. No attire promoting alcohol use and/or substance use.
6. No abusive or inappropriate language use towards staff or students will be tolerated and will result in a possible suspension.

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