

**Santa Monica-Malibu Unified School District
Proposal for a Community Day School**

CONTACT PERSON

District Administrator: Laurel Schmidt, Director of Pupil Services 1651 16 th St., Santa Monica, CA 90404 310-450-8338 x 375 lschmidt@smmusd.org	Site Administrator: Janie Gates, Principal 721 Ocean Park Blvd., Santa Monica, CA 90405 310-392-2494 x 208 janie.gates@smmusd.org
---	---

MISSION STATEMENT

- P Santa Monica-Malibu Unified School District’s mission is “Extraordinary Achievement for All Students While Simultaneously Closing the Achievement Gap.” The Community Day School provides a learning environment for expelled students and other students who need a small, structured learning environment that assists them with the academic and pro-social skills needed to meet their behavioral rehabilitation and educational learning plan.

STUDENTS

- P The Community Day School serves students who have been expelled by the Santa Monica-Malibu Unified School District. Students may also be referred through the “District Referral Process” for non-mandatory expulsion offenses, through the School Attendance Review Board, and other students who could benefit from a very small learning environment, as space is available. The district will adopt a policy and provide procedures as per EC 48662(a) for transferring students. Students will attend a small learning environment based on a 15 to 1 ratio with an instructional aide to provide individual attention and greater supervision. The small self-contained learning environment will serve the needs of all students grade span of 7 to 12 including special education students. Teachers will utilize several teaching modalities to accommodate the variety of learning styles and interest of the students. Student assessment includes learning needs as well as credit status to determine an Individual Learning Plan that allow students to return to their home school or meet district graduation requirements.
- P All students being referred to the Community Day School will be reviewed through the District Referral Process within the Pupil Services department. Students will not be sent directly to the Community Day School from the Comprehensive High School or Middle School. The SMMUSD will modify its Policy and Regulations, as needed for the implementation and support of the Community Day School.
- P District will assign eligible students as outlined in 48662(b) in the following order:
 - C Mandatory Expulsion 48915(d) including suspended mandatory expulsion
 - C Other Expelled including suspended expulsion
 - C Probation Referrals
 - C SARB Referrals
 - C Other District Referrals

Projected Enrollment

Grade Level	48915(c)	Other Expelled	Probation Referrals	SARB	Other District Referrals
9-12	0	5	10	5	10

- P The proposal made to the Board of Education was based on a high enrollment of 30 students and a projected budget was based conservatively upon an anticipated 85% of ADA. Initial enrollment may be a low of 15 students with a high enrollment of 30 and a projected average enrollment of 25 students.
- P Students subject to an expulsion order in the SMMUSD enter into a rehabilitation contract as prescribed by Education Code. The contract includes a listing of the student's educational program and goals.
- P Students who do not qualify for Community Day School or students who are subject to the mandatory expulsion criteria will have the option of Los Angeles County Office of Education schools.
- P Students who attended Camp School or who are directed by a probation officer, may qualify for Community Day School.
- P The comprehensive school will utilize a variety of Student Success Team and other intervention techniques prior to assigning students to alternative placements.
- P The district offers Independent Study, Teenage Pregnancy/Parenting program for other at-risk students where these alternative placements are deemed appropriate.

4. PROGRAM ELEMENTS

- P The Santa Monica-Malibu Unified School District offers a variety of educational options for students as indicated below:

Schools:

- P Traditional school: Two middle schools, one 6-12 comprehensive high school, one 9-12 comprehensive high school
- P Other community day schools: None
- P School-within-a-school: Santa Monica High School is divided into 6 houses, each with a house principal
- P Opportunity School: None
- P Continuation School: One serving 125 students
- P Alternative School: One K-8 alternative school
- P Community School (county): L.A. County Community Day School
- P Charter School: None

Programs:

- P Opportunity Program: None
- P Teenage pregnancy/parenting program: One

Instructional Techniques/Strategies:

- P Learning Center: None
- P Home/Hospital Study: Yes
- P Independent Study: Yes
- P Home Schooling: None

- P Other placement options not operated by the district include the L. A. County Community Day School.
- P Coordination between the district's alternative education schools and programs occurs during bi-weekly meetings for professional development and with principals and assistant principals from all schools. These meetings focus on the district's vision of academic success for all students and provide the opportunity to engage in joint articulation of curriculum, programs and problem-solving. In addition to these job-alike meetings, coordination is achieved through regular district-school meetings focused on implementation of instructional programs and individual student success.
- P The district recognizes that an effective program for secondary students requires quality instruction by classroom teachers in a personalized learning environment with adequate interventions and supports for student success. Both middle schools cluster students within core groups to facilitate increased contact and familiarity between students and their teachers. Continued personalization at the high school level occurs through the small size of one campus and the division of the district's largest high school of approximately 3600 students into six houses of approximately 600 students each. Intervention support includes both academic and social support programs through a variety of funding sources. The district plans to enhance these support programs for students transition from the community day school back to their middle or high school to ensure that the students receive the academic and social supports to be successful.
- P To ensure that student needs are understood by the community day school, the referral process will include a portfolio that documents the students' strengths and needs as well as a formal induction process that engages the student and his/her parent in understanding the purpose of the school and the commitment of the school, the student and the parent(s) to ensure student success.
- P Student assignment procedures for the community day school are based on student choice as well as referral through a formal district transfer process. The student and his/her parent will have the opportunity to meet with the district transfer team who will determine the appropriateness of placement at the community day school.
- P Prior to a referral to the community day school, schools are required to provide differentiated instruction and targeted support to students at-risk including such supports as Student Success Team, tutorials, and the Alliance program. The application for a community day school is based on the district's recognition of the value of additional alternative placement options for youth.
- P The referral process is based on a comprehensive diagnosis of the student's educational and interpersonal assets and challenges, including a review of the student's academic performance and interventions, attendance history, and behavioral and interpersonal functioning. As part of the induction process, students will have individualized learning plans to guide their instructional and behavioral support plan at the community day school.
- P In addition to students who are referred to the community day school on the basis of expulsion, probation or SARB, other students will be identified for whom the larger educational setting has not been productive. It is the expectation of the community day school that it will serve students who can be more successful in a very small learning environment that addresses their unique learning styles and utilizes project-based learning strategies.

- P The district's office of Pupil Services provides on-going interface with the probation department and will coordinate placement and support for students' transition from camp/probation to the community day school through the district transfer referral and induction process.
- P The Community Day School will be able to serve students in grades seven through twelve. The program will begin, however, with students in grades nine through twelve to be taught in a general education/special education collaborative/blended program. Students will be instructed by one credentialed general education teacher, one credentialed (mild-moderate) special education teacher, and one three-hour instructional assistant.
- P The community day school curriculum includes an emphasis on pro-social skills and resiliency components in conjunction with both the core curriculum and career development. The curriculum will include reflective journal writing, activities that address pro-social, resiliency development and interpersonal skills as well as time management and organizational skills. A Special Ed teacher will be assigned to serve IWEN where appropriate. RSP students will be mainstreamed within this program and provided assistance as specified in their IEP.
- P The teams are divided into two groups for the remainder of the morning, during which they receive instruction in English, Social Science, Math, and Science. After lunch, they participate in a variety of instructional activities including physical education, music, and other electives. The sixth hour focuses on tutorial students who work independently on assignments or skill building activities. During that hour peer counselors, college student tutors, and community members volunteer to work with and provide individual assistance to the students. Students will have access to the same high level technology as all district secondary students. Students will be exposed to Computer Assisted Instruction as well as diagnostic programs that will help prescribe specific learning skills to develop.
- P Each student who is placed in the Community Day School is transferred with a copy of his/her transcript and, if applicable, the educational plan developed by the counselor at the home school. The teacher in the Community Day School designs a course of study within the core courses that meets the student's needs and writes a contract with the student that includes the instructional plan. All students participate in the state assessment and accountability system and the individual results are analyzed both to determine areas of instructional need and to demonstrate academic progress. Students work is reviewed by the teacher and instructional aide on a daily basis and students are periodically tested in subject matter areas. Individual instruction is provided by the teacher as well as by instructional aide, peer counselors, college student tutors, and community volunteers. Progress toward credits earned and courses completed is formally reviewed every six weeks with a written grade and credit report mailed to parents at that interval.
- P Teachers will have access to student management system to help monitor student attendance, transcripts, as well as student achievement data. This information will be helpful when teachers contact parents and communicate how students are monitored and progressing in their learning environment. Teachers and counselors will be working with outside agencies to provide services for both students and parents. Information will be shared with parents and students during an extensive orientation period with all our school resource specialists. It is our hope that students and parents clearly understand not only the expectations and contractual obligation but also understand the services we provide to assist our students during this rehabilitation process.

- P A district wide articulation will take place with the middle and high school to determine how students will return back to their home school after the students has fulfilled their contract and Individual Learning Plan. The home school will need to establish a plan with the administrators, counseling staff and teachers as to how they will accept and work with the transitional student. A professional staff development plan needs to address this issue.

Learning support services that are provided to students are:

Administrative Support:	Linda Kaminski, Ed.D., Chief Academic Officer
Principal:	Janie Gates, Principal, Olympic Continuation School
Assistant Principal:	Steve Martinez, Principal, Adult Education
Director of Pupil Services:	Laurel Schmidt
Director of Special Ed:	Cindy Atlas
Director of Student/Fam. Services:	Peggy Harris
Coord. English Learner Programs:	Aida Diaz
Coord. Safe Schools:	Marolyn Freedman
Coord. Sch/Comm Partnerships:	Kathy McTaggart
Coord. of Human Resources:	Gabe Soumakian, Ed.D.
General Ed Teacher:	tbd
Special Ed Teacher:	tbd
Special Ed Coordinator:	Michael Jason, Ph.D.
Campus Peace Officer:	tbd
School Psychologist:	tbd
Behavior Specialist:	tbd
School Nurse	tbd
Director, Food Service:	Orlando Griego

COMMUNITY DAY SCHOOL PROPOSED SCHEDULE

8:00AM – 12:00 PM:	Core Subjects
12:00 PM – 12:30 PM:	Lunch
12:30 PM – 2:30 PM:	Career/Vocational SCANS Skills, Pro-social Skills, Electives, PE

5. LOCATION

The Santa Monica-Malibu USD Board of Education on November 4, 2004 had discussion and agreed to proceed with the Community Day School to be located at a selected off-campus facility within the city of Santa Monica. The proposed site includes classrooms with computer access, a multipurpose instructional room, a gymnasium and outdoor recreational facilities. The Santa Monica Police Department is present at the site and available to help develop positive relationships with the students.

6. ADMINISTRATION

The Principal of Olympic Continuation School will supervise the Community Day School. The Director of the Adult Education Program will serve as the Assistant Principal. The Principal and/or the Assistant Principal will always be available to support the teachers and staff at the CDS. Under the supervision of the Principal, all district wide services will be coordinated for student support.

7. PERIODIC SELF-STUDY

Because this is a new school, a formal self-study has not been conducted. However, self-review is to be on-going throughout this first year of operation. Elements of that review include a detailed review of student assessment data and school records, establishment of program goals and individual student objectives, every six weeks student progress review, midyear assessment of program effectiveness, adjustments in program goals for second semester, April review and development of goals for the following year, review of student achievements and recommendations of student placement for the following semester during final six weeks of each semester. The CDS will participate in the new ASAM accountability model. The CDS will participate in the WASC accreditation process once it has been established and qualifies for such as review.

8. BUDGET

	Projected Budget		Comments
	2004-2005 Annual Budget	2005 Half-Year Budget	
Revenue			
Revenue Limit: 5,108	153,240		
CDS Supplemental: 4,753	142,590		
Projected Revenue: 100% ADA/30 Students	295,830		
Projected Revenue: 85% ADA/30 Students	251,455	125,727	
Expenses			
Principal 10%	1000	500	Mileage reimbursement
Asst. Principal 10%	1000	500	Mileage reimbursement
1 Gen. Ed Certificated Teacher	80,000	40,000	
1 Sp. Ed. Credentialed Teacher	0	0	1 FTE from Sp. Ed. budget
1 Clerk/ Instructional Aide	40,000	20,000	
1 Sp. Ed. Instructional Aide	0	0	1 FTE from Sp. Ed. budget
Socio-Behavioral Support	60,000	30,000	
Campus Peace Officer 50%	20,000	10,000	
Site Budget	10,000	5,000	
Start-Up Instructional Materials	10,000	5,000	
Start-Up Instructional Technology	10,000	5,000	
Professional Development	3,000	1,000	
Consultants	5,000	2,000	
Facility Lease	12,000	6,000	
Total Budget/Expenses	251,000	125,000	

The primary funding source for the Community Day School is the Revenue Limit plus the additional funding per ADA awarded by the State of California. Additional funding may be created through block grants from Federal, State, and Local grants. Our schools will also monitor the CDS website to review potential funding and grant opportunities as they are posted.

9. COST/BENEFIT ANALYSIS

Increased student ADA – current ADA for anticipated students compared to projected 85% ADA
Reduced teacher absenteeism – current days lost compared to anticipated days lost
Supplemental funding to provide additional academic and socio-behavioral support for students.

10. ACCOUNTABILITY

The Community Day School will utilize the Alternative School Accountability Method (ASAM) to measure the school's progress.

11. BOARD OF EDUCATION POLICIES AND ADMINISTRATIVE REGULATIONS

Draft of a Board of Education Policy and Regulations will be developed.

12. IMPLEMENTATION TIMELINE FOR SECOND SEMESTER OPENING

- a. Board Presentations: Nov. 4, 2004 and Nov. 18, 2004
- b. Site visitations of other CDS: by Jan. 15, 2005
- c. Selection of staff: by January 15, 2005
- d. Purchase of instructional materials: by January 15, 2005
- e. Student referrals, IEP and Learning Plan meetings: by January 31, 2005