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**Administrative Regulation**  
Chapter 5 – Student Services

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**AR 5011      ADMISSION AND CONCURRENT ENROLLMENT OF HIGH SCHOOL AND OTHER YOUNGER STUDENTS**

General Provisions

Admission of Special K-12 Students or other young students allows Santa Monica College (SMC) to provide educational enrichment opportunities for a limited number of eligible students, rather than to reduce current course requirements of elementary and secondary schools, and also to help ensure a smoother transition from high school to college for students by providing them with greater exposure to the collegiate atmosphere. The governing board of a school district may authorize those students, upon recommendation of the principal of the student's school of attendance, and with parental consent, to attend a community college during any session or term as special part-time or full-time student and to undertake one or more courses of instruction offered at the community college level.

To be considered for admittance as a special part-time student or a special full-time student, the student must meet the eligibility standards as established in Education Code Sections 48800, 48800.5 and 76001. All required documents can be found on the Admissions and Records website and shall be submitted to Admissions and Records Office for approval.

Santa Monica College may restrict admission or enrollment (Education Code 76002) based on:

- (1) Age;
- (2) Completion of a specified grade level (completion of the 8<sup>th</sup> grade is required); and
- (3) Demonstrated eligibility for instruction using assessment methods and procedures established by Education Code, Section 78210.

SMC will have procedures for maintaining records of enrollment of these students.

SMC may recommend changes to the cap on special admit full-time equivalent students to ensure that regularly admitted students are not being displaced.

SMC may review if available the summary report that includes an assessment of the trends in the growth of special admits; and based upon the data collected pursuant to this section, make recommendations for program improvements or the need for additional student support services to ensure the overall success of these students.

As part of the concurrent enrollment form, parents may consent for their minor to receive non-emergency services such as first aid, health services, counseling, nursing assessments, or any other care rendered under the supervision of a Health Services Registered Nurse or practitioner.

Enrollment in Classes

Enrollment in classes is subject to prerequisite completion and seat availability. Special part-time and full-time students are assigned the lowest enrollment priority consistent with AR 5055 Enrollment Priorities, to avoid displacing regularly admitted students.

- Special part-time students may enroll in up to 11 units per semester (fall and spring), and up to 8 units per intersession (summer and winter), at the discretion of the district.
- Special full-time students may enroll in up to 12 units per semester (fall and spring), and up to 8 units per intersession (summer and winter), at the discretion of the district.

With the exception of courses offered through College and Career Access Pathways (CCAP), courses in which high school and other young students are permitted to enroll will be open to the entire college population (general public). All courses will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline. Some courses may discuss topics of a sensitive nature.

- Students will no longer have to enroll from a prescribed course list and thus will be able to enroll in any courses as long as they meet prerequisites, if any.

#### Admission of Special Part-Time K-12 Students

Admission is subject to seat availability. The student must submit:

- District application for admission;
- Concurrent Enrollment or Dual Enrollment application (as applicable), that includes:
  - Signed parental or guardian consent;
  - Counselor and principal signature of approval
    - The principal's signature is only required for summer courses
- A parent or guardian of a pupil who is not enrolled in a public or private school may petition for admission directly without the signature of a counselor or principal.
- Demonstrate that the student has the abilities and sufficient preparation to benefit from instruction at the college. The Dean of Enrollment Services has the authority to make the final decision whether a student can benefit from instruction.

#### Supplemental Admission Requirements for Special Full-Time K-12 Students

In addition to requirements for special part-time students above, special full-time students must provide a written and signed attestation from the school's principal on school letterhead:

1. Declaring that the student has exhausted all opportunities to enroll in equivalent courses, if any, at their school of attendance.
2. Confirming that the school Board has approved the student to attend Santa Monica College as a Special Full-Time Student.
3. Demonstrating that the student has adequate preparation for full-time college level work.

#### Exceptions for the Admission of Students Not Completing the 8<sup>th</sup> Grade

The District will consider the admission of students who have not yet completed the 8<sup>th</sup> grade, provided the following additional requirements are met:

- Submission of a complete transcript (or all relevant grade report cards).
- Submission of a written statement from the student indicating how the student has exhausted all opportunities to enroll in equivalent course(s), if any, at their school of attendance and how they would benefit from instruction at Santa Monica College.
- Submission of a letter of support from a school counselor or teacher attesting to the student's demonstrated preparedness for college instruction.

- Submission of a written and signed attestation from the school’s principal on school letterhead declaring that the student has:
  - 1) exhausted all opportunities to enroll in equivalent course(s), if any, at their school of attendance; and
  - 2) the student has the maturity and intellectual capacity to benefit from instruction at the college level.

The Dean of Enrollment Services will review the above materials and meet with the student and parent or guardian as needed, to determine if the student can benefit from instruction offered at the college. Other considerations for admission may include completion of class prerequisites; the welfare and safety of the student and others; requirements for supervision of the minor; times the class(es) meet and the effect on the safety of the minor. Santa Monica College personnel have no responsibility to act in loco parentis. The Dean’s decision is final, except in instances when a student deemed “highly gifted and talented” by the school district is denied admission.

#### Denial of Requests for Admission

If the Dean of Enrollment Services denies an enrollment request for a special part-time student or special full-time student who is identified as “highly gifted and talented” by the K-12 school district, the Dean of Enrollment Services in consultation with the Superintendent/President or designee, shall issue a written response for the denial that includes the findings and reasons for the denial to the parent or guardian of the highly gifted and talented student within 30 days of receiving an application packet. The SMC Board of Trustees must then take action to either confirm or reject this denial at a Board meeting which takes place within 30 days after the written denial has been issued.

#### Admission of K-12 Students at a Summer Session

For any particular grade level, a principal shall not recommend for community college summer session attendance more than 5 percent of the total number of students who completed that grade immediately before the time of recommendation.

#### College and Career Access Pathways (CCAP)

The Board of Trustees has adopted all the legal requirements of Education Code Section 76004 in order to participate in the College and Career Access Pathways (CCAP) partnership with the Board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school students achieve college and career readiness.

As used in this section, “high school” includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates.

The District may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts.

As a condition of adopting a CCAP partnership agreement, the governing board of each district, shall do both of the following:

- For career technical education pathways provided under the partnership, consult with, and consider the input of, the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each district shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership; and

- Present, take comments from the public on, and approve or disapprove the dual enrollment partnership agreement at an open public meeting of the governing board of the district.

The CCAP partnership agreement shall be filed with the Office of the Chancellor of the California Community Colleges and the Chancellor's Office will submit the agreement to the Department of Finance before the start of the CCAP partnership, and shall:

- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of students to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parental consent for high school students to enroll in community college courses.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010 or any controlled substance offense as defined in Education Code Section 87011.
- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.
- include a certification by the participating community college district of all of the following:
  - A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
  - Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that students participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- specify both of the following:
  - Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
  - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

A community college district participating in a CCAP partnership shall not provide physical education course opportunities to high school students or any other course opportunities that do not assist in the attainment of at least one of the following goals:

- developing seamless pathways from high school to community college for career technical education or preparation for transfer;
- improving high school graduation rates; or
- helping high school students achieve college and career readiness.

The District will not enter into a CCAP partnership with a school district within the service area of another community college district, except where an agreement exists, or is established, between those community college districts authorizing that CCAP partnership.

A high school student enrolled in a course offered through a CCAP partnership shall not be assessed any fee that is prohibited by Education Code Section 49011.

The District may assign priority for enrollment and course registration to a student seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a student attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001.

The District may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus, either in person or using an online platform, during the regular school day and the community college course is offered pursuant to a CCAP partnership agreement.

The District may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per semester if all of the following circumstances are satisfied:

- The units constitute no more than four community college courses per semester;
- The units are part of an academic program that is part of a CCAP partnership agreement established pursuant to this article; and
- The units are part of an academic program that is designed to award students both a high school diploma and an associate degree or a certificate or credential.

The Board of Trustees exempts special part-time students from the following fee requirements:

- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)
- Two transcripts and two verification of student records. (Education Code Section 76223)
- Course enrollment fees (Education Code Section 76300)
- Apprenticeship course fees (Education Code Section 76350)
- Child development center fees (Education Code Section 79121)

The District shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment.

The attendance of a high school student at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity.

For each CCAP partnership agreement entered into pursuant to this section, the community college district and school district shall report annually to the office of the Chancellor of the California Community Colleges, the Legislature, the Director of Finance, and the Superintendent all of the following information:

- The total number of high school students by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.

- The total number of full-time equivalent students generated by CCAP partnership community college district participants.
- The total number of full-time equivalent students served online generated by CCAP partnership community college district participants.
- A copy of the CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges.

References: Education Code Sections 48800, 48800.5, 76001, 76002, and 76004;  
Title 5 Section 56700

Revised:

*(AR 5011 replacing former AR 4113 and AR 5440), November 29, 2017*

*April 5, 2023 Academic Senate Student Affairs Committee*

*June 6, 2023, Academic Senate*

*June 20, 2023, Superintendent/President*

*June 2024 (references only)*