



College and Career Preparatory Academy

Student Handbook

Our Pledge

All students in College and Career Preparatory Academy will graduate from high school well prepared for college and the workforce.



Welcome Message

Welcome to College and Career Preparatory Academy (CCPA), a high school diploma program for adults 16 to 25 who want to move forward in their education and career. We encourage you to view our school as the opportunity for a fresh start and to prepare for a positive educational experience with us. Our school provides an alternative education environment that is different from the traditional school that you may have experienced in the past. CCPA is designed to meet the individual needs of our students.

Our exemplary staff is committed to the success of every student. Upon enrollment, students are assessed in math and reading to determine appropriate placement in classes and to identify any special needs. Students meet with a school counselor who assists in developing an Individualized Education Career Service Plan (IECSP).

Our Western Association of Schools and Colleges (WASC) accredited program includes California standards-based core instruction, and elective classes designed to help students develop their career goals and interests.

We invite you to join our learning community and become involved with your school while we strive to support you in reaching your full potential. In this handbook, you will find basic guidelines that help our school operate smoothly. You will also find suggestions about how you can become involved in our learning community. Our Advisory Board and English Language Advisory Committee provide students and community members a voice regarding academic goals and how school funds are spent in support of these goals.

We hope this handbook will answer many of your questions about our school. Our staff welcomes your questions and comments. Thank you for joining the team dedicated to preparing students for college and the 21st Century workforce.

***If interested in further information or for any questions, please contact
College and Career Preparatory Academy at (714) 796-8795.***



History

CCPA opened its doors at one school site in November 2015 under the administration of the Orange County Department of Education (OCDE). Since that time, we have opened many locations throughout Orange County providing a high school diploma program for at-promise young adults. Created specifically for adults with busy schedules, full-time jobs and family responsibilities, we develop an individualized study program to help you earn the credits you need to graduate. CCPA and our collaborative partners will help you earn your diploma and provide you with career planning and workforce preparation for high demand jobs in today's market.

Vision Statement

CCPA will inspire students to fulfill their academic, career, and personal goals. CCPA students will prepare to earn their high school diploma or equivalency leading to the achievement of the ultimate goals of developing and empowering students' success through completion of post-secondary certificates and degrees, career, and community connectedness.

Mission Statement

CCPA will immediately reduce the dropout rate and assist every student to accelerate transition to postsecondary education and training through the development of an Individualized Education Career Service Plan (IECSP). The IECSP will emphasize a career-focused curriculum through individualized pathways, culminating in achievement of a high school diploma or equivalency and necessary career readiness skills. We envision a safe, supportive learning environment where communication and achievement is fostered and accomplishments are celebrated.

Goals

Our goal is to prepare students for success by providing a supportive school environment that focuses on increasing academic, workforce, and pro-social skills and behaviors, while providing functional life-skills instruction and career readiness.

Pledge

All students in CCPA will graduate from high school well prepared for college and the workforce.



CCPA is a WASC accredited program. In the WASC accreditation process, school staff, students, and stakeholders developed the CCPA Expected Schoolwide Learning Outcomes.

Expected Schoolwide Learning Outcomes (ESLOs)

- **Communication and Collaboration – our students shall:**
 - communicate accurately and clearly through speaking, listening, writing and 21st century technology skills.
 - collaborate with CCPA staff, students, and community partners to achieve academic and personal goals.

- **Critical Thinkers – our students shall:**
 - analyze, synthesize and evaluate information to formulate an opinion or solution in independent and/or group settings
 - search for appropriate solutions for difficult problems
 - reach conclusions logically based on sufficient evidence

- **Preparedness for College, Career, and Life – our students shall:**
 - obtain the academic skills to be college, career, and life ready
 - acquire the technology skills to be successful in the 21st century
 - persevere by identifying, evaluating, and determining possible solutions to problems in order to overcome obstacles to complete their Individualized Education Career Service Plan

- **Advocate for Self – our students shall:**
 - become self-directed learners
 - assess personal and academic strengths and interests to set achievable goals
 - take advantage of opportunities offered through their community
 - become empowered in their education and life



Student Registration, Enrollment, and Attendance

CCPA Student Eligibility

- Be between the ages of 16 and 25
- Have a desire to return to school and earn a high school diploma
- Be willing to create short and long-term goals for graduation and transition plans to college, trade school, Career Technical Education and/or employment
- Be willing to work in an independent study format and meet with the teacher as required
- Agree to enroll with a workforce provider as applicable

Registration

Once admitted, all students begin the registration process by setting an enrollment appointment with the Student Records Technician (SRT). Students will need to bring the following documents with them to their enrollment appointments:

- Transcripts

For those students who are 18 and over, the following documents will be needed:

- California ID / Driver's License
- Social Security Card or right to work documents

On the scheduled enrollment date, students will meet with the SRT and school counselor to complete enrollment forms, review their transcripts, graduation requirements and general student expectations. For those students who have not been continuously enrolled in school, they will be referred to a workforce partner.

Records and Transcripts

Students may request official copies of their transcripts by contacting the Attendance and Records Department at their former district of residence.

Attendance

Student attendance and achievement are directly related. All student work is submitted per the course contract agreement to the teacher in order for the student to receive attendance credit for work completed independently. Work must be submitted for each of the curricular areas covered in the assignment sheet.

No more than one attendance period may lapse between the date an assignment is made by a teacher and the date it is due. Temporary changes may be made to the assignment sheet that incorporates two or more weeks to complete the assignment.



Students will complete assignments during the term of the agreement as they are outlined in the curriculum and the Master Assignment's sheet. Students agree to complete four hours of instruction per school day and to complete assignments for the length of time they are enrolled in CCPA.

Academic credit shall be given only when a student's supervising teacher has received completed assignments, a signed compensatory log and the student has attended a student-teacher conference. No attendance credit can be given unless work completion is verified on or before the due date. Student agrees to ensure responsibility for submission of completed assignments necessary for evaluation.

Students who are not attending will be notified via mail of the attendance requirements of the program. Three notification letters will be sent to the students' address on file. If the attendance requirements of CCPA are not met, students will be dropped from the program.

Student Expectations

The following guidelines provide a safe and positive experience for all students and families who visit our CCPA sites for regular meetings with the supervising teacher, to access resources, or to participate in a CCPA sponsored class, activity, or special event.

At CCPA sites, we strive to provide:

- A welcoming and friendly environment.
- A focus on the academic progress of all students.
- Mutual respect, courtesy, and kindness to all.
- Collaborative relationships.
- An inclusive environment that promotes encouragement and understanding.

Student Behavior Expectations:

- Students are responsible for arriving for appointments on time and are expected to attend all appointments.
- Students must comply with all directives given by school staff.
- Students are responsible for all materials and equipment assigned to them by the school. All textbooks, computers, equipment and school materials provided by the school will be returned to school staff. Students may be held financially responsible for any damaged or lost school property.
- Students are financially responsible for any acts of vandalism, tagging or destruction to school property.
- The school provides an education free of sexual harassment and bullying. All complaints of alleged harassment or bullying will be investigated and dealt with appropriately.
- A verbal or physical altercation between students and staff is cause for immediate disciplinary action.
- The school campus is an ALCOHOL, DRUG, and TOBACCO-FREE ZONE.



Academic Honesty

CCPA is committed to maintaining academic honesty.

It is considered cheating if:

- A student uses anyone else’s knowledge or work and says it is his/her own.
- A student turns in an assignment that someone else has completed.
- A student cheats on an exam.
- A student commits plagiarism.

Once the teacher determines that cheating has occurred, the assignment will be graded with an “F” and a zero will be recorded in the grade book. Students violating the honesty policy will be referred to the principal and appropriate disciplinary action will be taken.

Testing

Students are required to participate in standardized tests multiple times throughout the year. It is imperative that students prepare for these tests and perform to the best of their ability. Information from these tests allows CCPA to determine a student’s placement in core classes and in academic intervention classes. The following is a list of tests administered during the school year.

| Test Name | Dates Administered | Purpose |
|--|--|---|
| i-Ready Math and Reading assessment test | Required of all students at enrollment and every 90 days afterwards. | To measure academic levels and academic growth. |
| English Language Proficiency Assessment for California (ELPAC) | May | State requirement to measure English Language acquisition for English Language Learners only. |
| California Assessment of Student Performance and Progress (CAASPP) | Spring: Required of all 11 th grade students | State required tests to measure student proficiency in core subjects. |
| California Science Test (CAST) | Spring: Required of all 12 th grade students | |

Fire and Disaster Drills

Procedures have been established to evacuate the buildings in case of fire, earthquake, or other emergencies. An evacuation chart is posted in each classroom and the teacher will inform you of the proper procedure for each emergency. Your cooperation in treating these drills seriously could save your life.

The principal is directed to establish appropriate regulations for this policy to ensure the policy is applied in a consistent and equitable manner.



Anti-Bullying Policy

Every student is entitled to a safe school environment free from discrimination, harassment, intimidation and bullying.

- CCPA prohibits bullying. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. Bullying is defined in Education Code section 48900(r).
- School personnel must immediately intervene if they witness an act of discrimination, harassment, intimidation or bullying, provided it is safe to do so.
- Acts of discrimination or bullying should be brought to the attention of the principal.
- You may make an anonymous complaint by contacting the principal. If there is sufficient corroborating information, the Orange County Department of Education will commence an investigation.
- Complaints of bullying or discrimination will be considered confidential. However, it may be necessary to disclose certain information to investigate effectively.
- Students who violate the CCPA policies on bullying or discrimination may be subject to discipline, including suspension and expulsion.
- CCPA prohibits retaliation against individuals who make complaints of bullying or provide information related to such complaints.

Academic Expectations

Individualized Education Career Service Plan

Upon enrollment in CCPA, students will meet with a school counselor to review their current academic level. Academic achievement goals will be determined based on transcripts from previous schools and other relevant sources. These goals and the supports identified for meeting them will be incorporated into the student's Individualized Education Career Service Plan (IECSP). The IECSP will guide the student's academic program at CCPA.

Earning Credits towards High School Graduation

Students usually work on one course at a time. Upon successful completion of a course, the student will earn five credits towards graduation requirements. Typically, these courses run three to six weeks, depending on the student. Students who are working or participating in a workforce partner's career readiness workshop have the ability to earn elective credits in work experience or career exploration.

Intervention Courses

Students who test below grade level on the math and reading assessments will be placed in intervention courses in math and reading. Additional academic support may be offered as applicable.



Report Cards, Grades and Grading Periods

Report cards are issued each December and June. Course completion credit is given in five credit blocks. If a student leaves the class or fails to complete all five credits, partial credits may be issued.

Graduation Requirements

CCPA requires 220 credits to graduate. The following table lists the credit requirements in each subject area.

| | |
|----------------------------|---------------|
| English/Language Arts | 40.00 |
| Fine Arts/Foreign Language | 10.00 |
| Mathematics | 10.00 |
| Algebra | 10.00 |
| Physical Education | 20.00 |
| Life Science | 10.00 |
| Physical Science | 10.00 |
| US History | 10.00 |
| World History | 10.00 |
| American Government | 5.00 |
| Economics | 5.00 |
| Health Science | 5.00 |
| Electives | 75.00 |
| Total | 220.00 |

Student Support Services and Programs

CCPA strives to provide a full range of support services to our students and their families.

English Language Learners

All CCPA teachers are credentialed to provide specialized instruction to English Language Learners (ELL). ELL students participate in mainstream core curriculum classes with modified instruction based on their English language ability. ELL students may also be placed in research-based intervention classes designed to accelerate English language skills. The student's English development is assessed yearly with the ELPAC test. Support services for ELL students may include but are not limited to modified lessons and testing, individualized instruction or additional academic support in their primary language.



English Learner Re-designation Criteria

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient English, including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC. The minimum expectations are Level 4 or 5 on ELPAC with no individual language domains less than a Level 3.
- Input from the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance levels and basic skills (based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils whose native language is English).

English Learner (EL) students on Individual Education Plans (IEPs) must not have "alternate criteria." Each EL on an IEP must be treated individually and the IEP team must decide to reclassify or not based on their analysis of the student's disabilities, performance, and assessments. Once an IEP team has this discussion, notes, and minutes must be taken and be part of the IEP forms.

Special Education

All special education students receive the services identified in their Individual Education Plan (IEP). Services are provided by a credentialed special education teacher who is responsible for implementing the goals and objectives identified in the IEP. Individual Education Plans are reviewed annually by the IEP team, which consists of the teacher, administrator, and student. Other support people may be included in the IEP team. Support services for special education students may include but are not limited to modified lessons and testing, individualized instruction, and career transition services.

Foster Youth Services

The OCDE Foster Youth Services Program (FYSP) is an educational advocacy program that provides services to dependents residing in group homes, foster homes, and in homeless situations. The purpose of the FYSP is to provide advocacy and other services designed to help increase academic achievement and decrease truancy. Goals of the FYSP include improving educational access and outcomes for foster youth.

FYSP provides support for foster care providers, foster care agencies, group homes, and all foster youth throughout Orange County. The services include:



- Tutoring
- Advocate services to assist students who are experiencing delays in enrollment
- Assistance to placing agencies and care providers for meeting legal obligations when foster youth are placed in a new school
- Assistance to schools
- Assistance in mediation between group homes, school districts and placing agencies
- Collaboration with county departments and agencies including local colleges and Independent Living Programs
- Training for all stakeholders on critical issues, including educational rights, legal mandates, special education and other school related topics
- Various educational and motivational programs and events to assist youth with successful transition from foster care

Career Technical Education

Career Technical Education (CTE) helps students gain the training and experience needed to get a job. CTE courses are a combination of classroom instruction and on-the-job training taught by industry professionals who are credentialed by the State of California to teach in their areas of expertise. Students may have the opportunity to actually train in a community-based business. Upon successful demonstration of competency, students receive a Certificate of Training. CTE Student Services Representatives provide career guidance, aptitude and interest testing, educational and occupational information. Some CTE courses offer the opportunity for placement or credit at local community colleges.

Concurrent Enrollment

Concurrent enrollment provides high school students the opportunity to take college level courses at their local community college. Students must complete the admission process for concurrent enrollment at the college. Students in concurrent enrollment courses earn credit towards both high school graduation and college.

Work Experience

Students may participate in the work experience program to earn credits toward their high school graduation. A teacher at the school site will monitor work experience completed by the student. Every 15 hours of work is one elective credit. Students will also be enrolled in a required academic course while enrolled in the work experience program. Students must be attending their scheduled appointments and successfully completing their assignments.

Credit Exemptions

Students who are identified as formerly incarcerated juveniles, homeless or foster youth have special rights in California to help keep them on track to graduate. Under new state laws, students may be eligible for an exemption from local graduation requirements if they meet certain conditions. Students who are granted this exemption must still complete the minimum state graduation requirements in order to receive a diploma. These requirements include



courses in the subject areas of English Language Arts; mathematics; science; social studies; visual or performing arts, foreign language or technical education; and physical education. Students also have the right to remain enrolled in high school for a fifth year, if needed, to complete CCPA graduation requirements.

Student and Family Involvement

School Advisory Committee

If you are interested in contributing to the Local Control Accountability Plan, school policy or budgets, you might enjoy serving on our School Advisory Committee. The School Advisory Committee made up of business partners, teachers, parents, classified employees, and students that work with the principal to develop, review and evaluate school improvement programs and school budgets. To promote participation, all School Advisory Committee meetings are live-streamed at each CCPA school site.

English Learner Advisory Committees

If you are interested in school policy and budgets supporting ELLs, you are encouraged to participate in the English Learner Advisory Committee (ELAC) or District English Learner Advisory Committee (DELAC).

To learn more about the School Advisory Committee, ELAC or DELAC, attend a meeting or speak with the school principal. Meeting dates and minutes will be posted at all school sites and can be viewed on the CCPA website at www.ocde.us/ccpa.