

COLLEGE AND CAREER PREPARATORY ACADEMY (CCPA) CHARTER SCHOOL

“A petition may be submitted directly to a county board of education in the same manner as set forth in Section 47605 for charter schools that will serve pupils for whom the county office of education would otherwise be responsible for providing direct education and related service. Any denial of a petition shall be subject to the same process for any other county board of education denial of a charter school petition pursuant to this part.” Ed. Code Section 47605.5.

INTRODUCTION

The Orange County Department of Education (OCDE) recognizes that the traditional public school model is challenged to meet the needs of a growing portion of the county’s student population. The prolonged national recession has magnified this problem, bringing more fully to light the social, emotional, and financial impact on the lives of students and society.

In 2011-12, 74,101 students in California dropped out of high school, resulting in a statewide cohort dropout rate of 14.7%. For that same period, Orange County’s overall dropout rate was reported at 9.1%, the lowest in California for three consecutive years. The graduation rate for Orange County, at 85.3% is 6.8% higher than the state rate of 78.5%, for that reporting period. Even with the state’s highest graduation and lowest dropout rates, Orange County is losing approximately 4,000 students annually. In response, OCDE proposes to establish the College and Career Preparatory Academy (CCPA), a charter school specifically designed to address the academic and college to career workforce development needs of students age 16 and above, at risk of not earning a high school diploma.

The local communities will each benefit from an educational choice that reengages students who have dropped out of school and struggle to find jobs or access adult school/community college options because of life challenges that have become barriers to meaningful community connections. These students have failed in, dropped or aged out of the traditional high school or county community school options provided by districts and the Orange County Department of Education. Many were expelled, unmotivated to return to school or simply lost their way. Far too many experienced education as a school to jail/prison pipeline. They struggle against structural injustice rooted in history and shaped by economics. Many have made poor decisions, not taken responsibility for their actions and have gone down a self-defeating pathway. Others have taken on the burden of family responsibilities and work hard at minimum wage jobs to take care of basic life needs, such as shelter, food, clothing, leaving little time, if any, to reengage in education pathways that could provide for college to career success.

These students cannot attend school a minimum of four hours per day, five days per week. They often lack resources to navigate the adult education arena. For these students, a customized independent study strategy coupled with a workforce training and career preparation program is an opportunity to reengage in the education process, through the guidance of caring teachers who are knowledgeable and experienced working with at-risk students.

The CCPA’s focus on using career pathways to contextualize instruction, along with a combination of high quality learning opportunities, a rigorous learning environment, and interagency collaboration and partnerships with workforce focused providers, will contribute to the efficacy of the program.

The state legislature created charter schools in 1992 to encourage the development of instructional innovation. Charter Schools provide the community and students an opportunity to develop educational experiences that extend beyond the traditional classrooms. There is a growing population of youth who have given up on school. We often hear them referred to as at-risk, however, given an opportunity to reengage in an education environment that functions to bridge education to the workforce, these students are indeed, at-promise. They are identified as out-of-school youth for the purpose of serving them within job training and apprenticeship programs in partnership with providers funded through the Workforce Innovation and Opportunity Act of 2014. Again, these students are behind in credits, have dropped out of school, or aged out of available alternative education options, and have been unable to navigate the adult school/ community college system or have childcare responsibilities that have become a barrier to completing high school and finding and/or sustaining employment.

The local Community College Districts recognize the challenges to recruit and maintain these students' participation in their programs. These students need a bridge or 'on-ramp' program to reengage in school, improve academic achievement, career readiness and social skills. There has been an interruption in the development of the knowledge, skills, attitude, behaviors, aspirations, and beliefs needed to embrace the pathway to college and career success. They need coaching and mentoring through workforce innovation and opportunities programs that partner with education to foster resiliency by emphasizing prevention, positive alternatives, and application of socially competent behavior that will enable these reengaged students to become self-motivated, competent, and life-long learners.

Today, more than ever, students must be prepared to think critically, act creatively, communicate effectively, collaborate generously, and act with character and integrity to become contributing community members, citizens and leaders in the 21st century. This OCDE affiliate charter school supports the alignment of education with workforce investment and economic development, in support of a comprehensive, accessible, and highly-qualified workforce development system. At the core of a highly skilled and prepared workforce is a rigorous education, one that must be accessible and contain the necessary supports and structures that promote the individual and collective characteristics of a literate and productive citizenry.

The Charter School Act of 1992 established 16 required elements to be included in a charter petition. The charter provides evidence that CCPA has met all requirements set forth in the Charter Schools Act of 1992, Education Code section 47699 et seq., and will have a highly qualified and dedicated staff committed to the interests of all stakeholders in the learning community. Partnerships with community based organizations and businesses, as well as private and public agencies, are at the core of expanded learning opportunities. This charter school will be a charter school of choice for students within the geographic boundaries of Orange County, California and contiguous counties.

The College and Career Preparatory Academy (CCPA) is being established as an affiliate Charter School to Orange County Department of Education/Alternative Community Correctional Education Schools and Services (ACCESS). The College and Career Preparatory Academy (CCPA) will provide instructional services that the Orange County Department of Education does not generally provide for those over 18 years; will offer educational services that will benefit its target population; and will

support students in a way that focuses on one of the legislative intents in the Charter Schools Act, which is to “increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.” To this end, The College and Career Preparatory Academy endeavors to educate a broad range of students from geographically diverse areas throughout Orange County. The target population, residing in any school district in the county, is best served by the College and Career Preparatory Academy due to its capacity and expertise to collaborate with all school districts and county agencies and to centralize educational, workforce, social services, and law enforcement services collectively.

The charter will operate for the purpose of being an integral component of the state’s workforce development strategy, as an on-ramp preparatory learning environment offering high quality, innovative educational options. These options are designed and executed with purpose, meaning, and application beyond the academic setting to accelerate learning for at-promise students to move forward into college and career training opportunities.

College and Career Preparatory Academy Locations

College and Career Preparatory Academy will operate geographically throughout Orange County, at the following OCDE locations under one CDS code as part of a single school with multiple locations:

Phase 1:

Center for Opportunity,

Re-entry and Education (CORE)	2823 S. Bristol, Santa Ana, CA 92704
La Habra Education Center	1261 S. Harbor Blvd., La Habra, CA 90631
Grand Avenue Education Center	2428 N. Grand Ave., Santa Ana, CA 92705
San Juan Education Center	31894 Plaza Drive, San Juan Capistrano, CA 92675
Euclid Learning Center	14351 Euclid Ave., Garden Grove, CA 92843
17 th Street and Ross	509 W. 17 th Street, Santa Ana, CA 92706
Harbor Learning Center	15872 S. Harbor Blvd., Fountain Valley, CA 92708

Phase 2: Expansion dependent upon enrollment needs.

Haster Education Center	12918 Haster Street, Garden Grove, CA 92840
Fountain Valley Education Center:	9555 Garfield Ave., Fountain Valley, CA 92708
Placentia Education Center:	5223 Orangethorpe Ave., Anaheim, CA 92806
Anaheim West:	2929 W. Ball Rd., Anaheim, CA 92804
Harbor Site	607 S. Harbor Blvd., Anaheim, CA 92805

Mission Viejo Education Center: 23436 Madero, Mission Viejo, CA 92691

ELEMENT 1: EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an educated person in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and life-long learners.” Ed. Code § 47605(b)(5)(A) (i).

VISION

College and Career Preparatory Academy (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

College and Career Preparatory Academy will immediately reduce the drop-out 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.

College and Career Preparatory Academy (CCPA) will operate as a charter school under the authority of the Orange County Department of Education, as a unique public school designed to:

- Provide parent/caregivers, and students with expanded choices in the types of educational opportunities that are available within the traditional public school system.
- Reach students who have “dropped out” or are not currently enrolled in any school and those identified as “out-of-school youth” or face particular challenges, such as health issues or the need to work, that make daily attendance difficult.
- Educate students who, for a variety of reasons, have fallen behind in their studies and need targeted instruction to fill the gaps in their learning or have the option for credit recovery.
- Accelerate student learning and academic performance.
- Provide alternative methods to master California state standards.
- Create challenging academic standards.
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as performing below potential.
- Provide opportunities and resources to increase career/workforce readiness skills.

- Stimulate student's natural interests and curiosity.
- Provide individualized instruction through student-tailored, standards-based curriculum as the primary instructional arrangement.
- Develop life-long learners who are self-motivated.
- Assist students in achieving a high school diploma.

CCPA will be accountable for meeting these goals and achieving measurable pupil outcomes through a performance based system.

EDUCATIONAL PHILOSOPHY

College and Career Preparatory Academy (CCPA) believes students learn best in educational environments that provide opportunities to explore, understand and apply, in real-life settings, concepts and skills necessary to become independent problem solvers. The optimal learning environments are physically and emotionally safe, contain the necessary supports and structures that promote the development of character and self-discipline and the teacher is respected, supportive and trusted. The curriculum is based in real life applications and presented in one-on-one or small group settings, and the subject matter is appropriate, relevant, and intellectually stimulating. These conditions are met in a variety of educational settings based on individual needs of the students.

CCPA holds the fundamental beliefs that learning best occurs when:

- Work is challenging and accessible to all students.
- Learning opportunities are expanded by accessing various segments of the Orange County community and through partnerships with community based organization and businesses as well as private and public agencies.
- All learning modalities and styles are incorporated into the instructional design.
- Students understand that learning tasks have purpose, meaning, and application beyond the academic setting.
- Instructional activities are integrated, meaningful, and engaging.
- Learning and real-life experiences are considered teaching and learning tools.
- The CCPA's combination of high quality learning opportunities and rigorous learning environment will contribute to the efficacy of the program.

STUDENTS TO BE SERVED

The Orange County Department of Education proposes to establish the College and Career Preparatory Academy (CCPA), a charter school specifically designed to address the academic and career readiness needs of students 16 and above, who are at risk of not completing high school. These students are at risk for reasons including, but not limited to:

- Student is behind in credits;
- Student is a high school drop-out and has aged-out of attending a traditional high school;
- Student is not functioning well at a traditional high school campus;
- Student is not functioning in or able to attend an adult education high school program
- Student is not passing one or both sections of the CAHSEE;

- Student needs to work full-time and/or part-time;
- Student may have childcare responsibilities preventing attendance at a traditional school.

CCPA Charter will serve pupils 16 and above that meet at least one of the following criteria:

- Pupil is enrolled in the CCPA Charter in a program that provides instruction exclusively in partnership and through an executed Memorandum of Understanding with any of the following: (1) the federal Workforce Innovation Opportunity Act of 2014 (WIOA); (2) federally affiliated Youth Build programs; (3) the federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; or (4) the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to law. CCPA plans to satisfy this requirement through local WIOA funded agencies.
- Pupil is enrolled in the CCPA Charter in pursuit of a high school diploma while 19 years of age and, without a break in public school enrollment since that time, is enrolled in the charter school and is making satisfactory progress towards award of a high school diploma consistent with the definition of satisfactory progress, as defined under Title V, California Code of Regulations, Section 11965.
- “Satisfactory progress” means uninterrupted progress (1) towards completion with passing grades, of the substance of the course of study that is required for graduation from a non-charter comprehensive high school of the largest unified school district in the county, (2) at a rate that is at least adequate to allow the pupil to successfully complete, through full-time attendance, all uncompleted coursework within the aggregate amount of time assigned by the chartering agency for the study of that particular quantity of coursework within its standard academic schedule.

For individuals with exceptional needs, as defined in Education Code Section 56026, “satisfactory progress,” is defined in Education Code Section 47612, as the uninterrupted maintenance of progress towards meeting the goals and benchmarks or short-term objectives in his or her individualized education program made pursuant to 20 U.S.C. Section 1414(d) until high school graduation requirements have been met, or until the pupil reaches an age of at which special education services are no longer required by law.

Current District-Enrollment or Students on Probation

Students currently enrolled in school must obtain a signed district referral or probation referral for minors, to attend College and Career Preparatory Academy. For district enrollments, this may be the school districts Child Welfare and Attendance (CWA), Pupil Personnel Services, or district designated signatory. For juveniles on probation, this will be the student’s assigned probation officer or authorized representative of the county probation department.

Students (from district) should maintain attendance at their high school until official registration takes place so as not to lose credits in progress.

For students with IEP’s, or 504 Plans, referrals to the CCPA program from school districts and Probation Department require a transition IEP or Section 504 plan meeting.

Self-referral

Self-referrals or referrals from other agencies will initially be reviewed by the Program Administrator/Principal who oversees the CCPA. Any interim placement will be completed by the Special Education Administrative Liaison (SEAL)/Coordinator or school psychologist.

For any applicant with a disability whom the Program Administrator/Principal believes that CCPA may not be an appropriate education placement, an IEP team or Section 504 team meeting will be promptly convened to reach a placement decision. No student with a disability will be denied enrollment without such a meeting.

For all other students with disabilities, enrollment will be approved if they are otherwise eligible for admission following the CCPA admission process.

Students with Disabilities/Special Needs

For students with disabilities, OCDE will base enrollment decisions on the individualized educational needs of the applicant as determined by an Individual Education Plan (IEP) or Section 504 Team.

CCPA Student Eligibility for Students with Disabilities/Special Needs

In order to receive special education and related services at CCPA, a student must be:

- Between the ages of 16-21, and identified prior to his/her 18th birthday. Students who turn 22 during the school year will receive special education services through the remainder of the school year.
- Willing to return to school and earn a high school diploma.
- Not currently enrolled in a school or education program for the past six weeks (this may be waived with a signed referral from a school district child welfare and attendance administrator).
- Willing to create short and long-term goals for graduation and transition plans to college, trade school, Career Technical Education (CTE) and/or employment.
- Otherwise be eligible to be enrolled in CCPA.

College and Career Preparatory Academy (CCPA) Admissions Process

Step 1: Orientation

The Student Records Technician (SRT) will ask questions to learn about the student's motivation to return to school, i.e., "Why do you want to return to school? What challenges or difficulties did you face previously in school? What are your current goals? How many credits do you have, or believe you have? Have you passed the CAHSEE? Do you have an IEP or 504 Plan?" The student will complete a CCPA Orientation Survey.

If the SRT receives any special education records or IEP, this information will be forwarded to the designated special education coordinator as part of the evaluation process.

Step 2: Enrollment and Records

If the student chooses to enroll in the CCPA, the SRT will schedule a registration appointment. The student will be asked to bring a copy of his/her birth certificate, proof of residence, and immunization record. If the student has a copy of the transcript(s) or is able to secure a copy or original, he/she will be asked to do so and bring the transcript to the appointment.

The SRT will request transcripts for all students and will collect the IEP and Psycho-educational Report for students with disabilities.

If the SRT receives any special education records or IEP, this information will be forwarded to the designated special education coordinator as part of the evaluation process.

Step 3: Registration Appointment

The SRT completes the paperwork process, and the Scantron Performance Series is used to assess the student in reading and math. The student is provided a date to meet with their assigned teacher for the first appointment.

An Interim Placement form is completed for all special education and/or Section 504 students. (See details below). If the student is a minor, the parent/caregiver must accompany the student and sign enrollment documents, contracts, and agreements. The student will begin the program after completion of the registration process.

If currently enrolled in a district of residence (DOR), an Individual Education Program (IEP) meeting must be convened to determine if appropriateness of the placement prior to enrollment into the program can be completed. If self-referred an IEP meeting can be convened by OCDE to review current information and determine if additional assessment is necessary. An interim placement could be used to facilitate enrollment.

Admissions Process for Special Education or Section 504 students

The student records technician (SRT) will collect the student's IEP and Psycho-Educational Report and provide it to the site administrator as well as the Special Education Administrative Liaison (SEAL)/special education coordinator. An Interim Placement form will be completed and signed by the SEAL/special education coordinator. The student will then be enrolled and begin the program. A 30-day IEP or Section 504 plan meeting will be scheduled after each student with a disability is enrolled as a student in the CCPA program.

1. During the 30-day period, any needed assessments will be conducted and information will be gathered regarding the student's demonstrated success in the CCPA program.
2. The county office of education will ensure that the student has a current assessment in all areas of suspected disability.

Interim Placement IEP

If the IEP or Section 504 Plan Team determines that the CCPA placement is not appropriate, based on the individual needs of the applicant, it must document the basis for this determination on the IEP or Section 504 plan and provide the applicant and/or parent/caregiver with notice of procedural safeguards. A 503 letter will also be generated for students with an active IEP. The team will include a representative from the student's district of residence in order to discuss viable placement options for the student.

The team has the authority to increase the amount of time that the student will receive Specialized Academic Instruction (SAI) support from a credentialed Special Education teacher in the CCPA, up to the full length of the CCPA school program.

Participants in all IEP or Section 504 meetings will include persons knowledgeable about the applicant, the meaning of evaluation information, and the placement options. At a minimum, participants will include: a county administrator, a credentialed special education teacher, a general education teacher, the applicant, the parent/caregiver if the applicant is a minor, an individual qualified to interpret assessment results if assessments were administered, and other individuals knowledgeable about the applicant's educational needs.

The IEP or Section 504 team, making the enrollment determination, will consider information using multiple measures, including: aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior.

Due to the unique nature of the CCPA program, the team will also specifically consider the following: the applicant's most recent IEP or Section 504 plan and psycho-educational report, other current assessments, age, experience since dropping out of school, availability to participate due to work or other obligations, the amount and manner in which the applicant feels that he/she can learn in a formal educational program, appropriate modifications or related assistance and services to meet his/her individualized educational needs in the CCPA program.

CCPA will comply with all applicable laws, regulations, and OCDE policies and procedures as they may be amended.

PROGRAM COMPONENTS

Students will experience a program with a focus on meeting their individual needs, whether these needs include extended learning opportunities or support on building foundational academic skills.

Counseling (Academic and Social/Emotional/Behavioral)

Academic counseling will be provided by the supervising teacher with the support of a transition specialist and under the auspices of a certificated counselor holding a Pupil Personnel Services (PPS) credential. The student records technician (SRT) and the transition specialist are support to the teacher in providing academic counseling information and assistance. Counseling will include assistance with the Individualized Education Career Service Plan (IECSP), transcript review, career

readiness, work experience and post-secondary options. The PPS counselor will liaison with workforce providers and community colleges in coordinating participation in local WIOA funded agencies programs and dual/concurrent enrollment in college classes.

Group or individual student counseling will be offered by “counselor interns” through Safe Schools or professionals from outside agencies to address anger management or other social/emotional/behavioral counseling needs.

Assessment

College and Career Preparatory Academy will administer initial academic placement assessments as well as career preparedness assessments. Throughout the year, academic assessments will be administered with the purpose of identifying student needs and growth areas in targeted academic curricular standards. CCPA staff will work as a team based on the Professional Learning Communities (PLC) concept to regularly monitor student achievement data and make adjustments to provide extra support for struggling students. Assessments will include the Scantron Performance Series, Basic Achievement Skills Inventory (BASI) and criterion-referenced tests to identify performance information to target areas for academic support. Career exploration assessments or competency-based assessments such as ACT’s Work Keys, a job skills assessment system, the Armed Services Vocational Aptitude Battery, or the National Occupational Competency Testing Institute (NOCTI), as applicable, will be utilized. CCPA students will also participate in the Smarter Balanced Assessments, the California High School Exit Exam (CAHSEE), and California English Language Development Test (CELDT) assessment systems, as applicable and mandated.

Parent Participation

Home-school communication is a critical factor for student success. Administrators and teachers will contact parents/caregivers to notify them of student progress, events and activities. Consent will be obtained for students who are 18 years and older, to ensure privacy rights. Students over 18 years will be encouraged to include parents/families and significant individuals in their lives in their learning process and progress. To support parents’ and families’ participation, growth and development, the following activities will be offered and /or required:

- Parents/caregivers will be invited to participate in the development of their student’s Individualized Education Career Service Plan (IECSP) and understand academic, career readiness and/or workforce development and transition goals. At this meeting, parent/caregiver or adult students will be informed about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.
- Once, each school calendar year, parents/caregivers or adult students will be consulted regarding the student’s progress toward their individual education career service plan and class schedule. Parent/caregiver/adult student will be required to sign a new Master Agreement.

High School Requirements

To attain a high school diploma, students must earn a total of 220 credits and pass the English/Language Arts and Mathematics sections of the California High School Exit Exam (CAHSEE). High school students in grades 9-12 will receive credits for courses passed, and credits will be

transferable to other high schools. Student must attain passing grades in the following state and locally required courses to be eligible for a high school diploma from College and Career Preparatory Academy (CCPA):

- English 40 credits
- Mathematics 20 credits (including 10 credits of Algebra)
- Life Sciences 10 credits
- Physical Sciences 10 credits
- World History 10 credits
- U.S. History 10 credits
- Economics 5 credits
- American Government 5 credits
- Physical Education 20 credits
- Visual/Performing Arts/
Foreign Language 20 credits
- Electives 70 credits

Credits earned from the following alternative means may be considered electives and included as part of the 220 credits required for graduation:

- Service to Community projects/community service projects;
- Work experience;
- Courses offered through Regional Occupational Programs/Career Technical Education;
- Credit earned at a post-secondary institution;
- Intervention courses in reading and math; and,
- Credit recovery courses (online GradPoint classes)

WASC Accreditation

College and Career Preparatory Academy (CCPA) will apply for initial accreditation candidacy through the Western Association of Schools and Colleges (WASC) in spring of 2016. CCPA will apply to the commission for a preliminary review. During this visit, the WASC team will be able to review school documents, speak to administration, teachers, students, parents, and community partners. During this time of provisional accreditation, the CCPA will complete the process leading to full accreditation as determined by the commission.

Standardized Testing

College and Career Preparatory Academy (CCPA) agree to comply with and adhere to state requirements for participation and administration of all state mandated tests. As an affiliated charter school, CCPA will test with OCDE and adhere to OCDE testing calendars and procedures for state mandated tests.

English Learners

As an affiliated charter school, the CCPA shall implement the provisions of the OCDE English Learner Master Plan and comply with all applicable federal and state laws, and OCDE policies and procedures related to the implementation of the English Learner Master Plan.

Gifted and Talented Students

College and Career Preparatory Academy (CCPA) will use OCDE's the gifted and talented education (GATE) identification process and adhere to OCDE policy regarding GATE.

Students with Disabilities

OCDE shall serve the needs of special education students enrolled in OCDE affiliated charter schools in the same manner as at any other public school of OCDE. College and Career Preparatory Academy (CCPA) will adhere to the provisions of the IDEIA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education (FAPE) as is required of all OCDE schools. The CCPA will comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and any compliance complaints or mandates from the United States Department of Education (USDOE), Office for Civil Rights (OCR) or the California Department of Education (CDE) for students enrolled in the CCPA. CCPA will follow OCDE ACCESS Special Education Policies and Procedures, including using OCDE forms to develop, maintain, and review assessments and Individualized Education Plans (IEPs) in the format required by OCDE and will enter accurate IEP data into OCDE's designated data system in accordance with OCDE policies and procedures. CCPA will maintain copies of assessments and IEP materials for OCDE review. CCPA will submit to OCDE all required reports, including but not limited to CASEMIS, SEIS, and Aeries IEPs, in a timely manner as necessary to comply with state and federal requirements. CCPA will participate in the state quality assurance process for special education. CCPA will implement the programs and services, including providing related services, required by the IEPs of students enrolled at the CCPA. OCDE may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the CCPA, if OCDE determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. OCDE will investigate and respond to all special education complaints OCDE receives pertaining to CCPA, including the District's Uniform Complaint Procedures, Office for Civil Rights complaints, and CDE compliance complaints. CCPA will fully cooperate with OCDE in any such investigations and provide OCDE with any and all documentation needed to respond to complaints. CCPA shall adhere to all OCDE policies and procedures regarding special education and special education funding, as they may be amended from time to time.

CCPA shall comply with all federal, state, county, and city laws and regulations and OCDE policies and procedures as they may be amended.

CURRICULUM AND INSTRUCTIONAL DESIGN

The educational program at the College and Career Preparatory Academy (CCPA) is designed to meet student academic needs and to offer academic and vocational experiences in learning and practicing skills that will reconnect them to learning and improve their employability or success in a post-secondary school. Instruction will take place through an Independent Study model using that strategy designed to provide one on one and small group instruction through student-tailored, standards-based, California state curriculum.

Guiding Structure

College and Career Preparatory Academy (CCPA) uses a curricular approach that is based upon the following concepts:

- High Expectations – setting high expectation for all students.
- Self-discipline – responsibility for one’s own behavior.
- Academic Studies – increasing access to academic studies that teach the essential concepts as related to real-world projects and problems.
- Teachers working together – teachers plan and deliver integrated instruction aimed at teaching high-level academic content in professional learning communities. Both integrated math and traditional math pathways will be options for students. Given the rollout of the next generation science standards, the science curriculum will reflect those standards when implemented.
- Active Student Engagement – getting every student involved in rigorous and challenging learning.
- Extra Help – providing a structured system of extra help to enable students who may lack adequate preparation to complete a program of study that includes high-level academic content.
- Continuous improvement – using student assessment and program evaluation data to continuously improve the school climate, organization, management, curricula and instruction to advance student learning.
- Career Pathways
- Contextualized instruction
- Coaching and mentoring through workforce innovation

Standards-based Core Curriculum

All students will receive instruction in the California State Content Standards with curriculum in English language arts, including English Language Development (ELD), mathematics, history-social sciences, science and physical education. California State Content Standards in English language arts and mathematics have been aligned with 45 other states’ Content Standards. Students will receive appropriate grade level instruction using state standards based textbooks, including those providing

reading and math interventions, if needed. Students identified as English language learners will receive English Language Development (ELD) instruction and will be appropriately placed in grade level core or intervention courses in math, English Language Arts and English Language Development sections. Textbooks and instructional materials are aligned with the State of California adopted frameworks and standards.

The Career Technical Education Model Curriculum Standards will be addressed and implemented in order to integrate California's rigorous academic content standards with industry-specific knowledge and skills to prepare students for direct entry into industry sectors and postsecondary education.

The primary materials for students in grades 9-12 will be chosen from the following: State Standards Aligned/California Approved Textbooks. (See Appendix 3-C)

Independent Study

CCPA shall follow all applicable laws, regulations, and OCDE policies and procedures regarding the implementation of and accountability for Independent Study (see Appendix 1-A, OCDE Board Policy and Master Agreement), including those specific to charter schools, as they may be amended. CCPA will not provide any funds or other thing of value to the pupil or his or her parent or guardian that the agency does not provide to pupils who attend regular classes. These requirements, noted in OCDE policy and procedure and applicable laws and regulations, include but are not limited to the requirements of Education Code section 51747. Current Master Agreements for each student shall include:

- The manner, time, frequency, and place for submitting pupil's assignments and for reporting his or her progress.
- The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- The specific resources, including materials and personnel that will be made available to the pupil.
- A statement of the policies adopted regarding the maximum length of time allowed between the assignment and the completion of the pupil's work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
- The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one semester or one half year for a school on a year-round calendar.
- A statement of the number of course credits or other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

- The inclusion of a statement in each independent study agreement that independent study is an optional, educational alternative, in which no pupil may be required to participate.
- Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, (if the pupil is less than 18 years of age), the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil.

Master Agreements and Schedule

College and Career Preparatory Academy (CCPA) teachers will use a variety of strategies appropriate for the students' instructional level. The master agreement (See Appendix 1-A) ensures curriculum pacing and appropriate use of instructional time to implement a standards-based core curriculum. CCPA will maintain the same calendar as the ACCESS county community school program, an approximate 242 day school year. Students in CCPA need access to as many school days as possible to maximize opportunities for credit recovery and accelerated learning. Computer-based credit recovery courses through our GradPoint online learning program, offer an opportunity for students to utilize technology to move more quickly to complete coursework and graduate with their peers or reengage in the learning process and earn a high school diploma. Teachers monitor student progress, and plan for support (academic, social, emotional, behavioral) based on identified needs.

Upon entering CCPA, students will be assessed to determine their individual levels of proficiency in English language arts and math. Results of the assessment will be used to determine course placement and instructional levels that best meet the student's current academic level needs. Weekly seminars are conducted in English Language Arts and Mathematics to assist students needing intervention strategies to build basic skills. Students failing to pass either section of the California High School Exit Exam will be required to participate in these seminars.

CCPA staff will use curriculum, including textbooks, on-line digital content, supplemental materials, and instructional strategies to meet the varied and individual ability levels of students. Each course will meet the state learning standards and instruction will focus on actively engaging students in learning experiences.

Career Technical Education Training

Work experience will provide students job shadowing experience, internship programs and career education training opportunities directly supervised by credentialed staff. Students will utilize job shadowing, internships, and mentoring to engage them in the application of learned skills and knowledge. College and Career Preparatory Academy (CCPA) will develop work experience and internship opportunities to parallel the career interests of students and to enhance academic and career technical skill development.

CCPA students will be guided through Career Technical Education opportunities afforded through our GradPoint on-line CTE classes, virtual Work-Based Learning (WBL) continuum accessible through the virtual WBL platform, and those being aligned through our AB 86/Adult Education Block Grant CTE work groups with community college non-credit stackable certificate options. Following are

three examples of our K-12 courses that have been aligned with community college non-credit courses that lead to an approved certificate program: First, the Introduction to On-line Learning, part of the Allied Health Care Career Pathway program developed through the Orange County Career Pathways (OCCP) grant, which aligns with a community college non-credit course VBUS 258, which leads to a state approved certificate. Second, from the Gradpoint on-line menu of CTE courses available throughout ACCESS, the Business Communication (G8021-CTE) course aligns with the community college non-credit Employability Skills course, which is required for most all certificate programs. Third, another Gradpoint course, Introduction to Early Childhood Education (G8030-CTE) has been aligned with the non-credit Parenting 558 course, which leads to a state approved certificate.

As a member of the AB 86/Adult Education Block Grant consortia within Orange County we are working toward sequencing and aligning course work that provides transparency and or seamlessness from K-12 to post-secondary degree/certification program opportunities. When students see a continuum and connectedness with courses they take in high-school to opportunities for further study in a post-secondary setting, they are more likely to be motivated to complete the course and persevere in their studies because of the link to a pathway that can lead to a career interest.

Concurrent/dual enrollment opportunities at local community colleges will be encouraged, as well as participation with Workforce Innovation Opportunity Act (WIOA) providers.

Partnerships

College and Career Preparatory Academy (CCPA) will be strengthened through collaboration with a variety of partners. The most important partnerships are those formulated between teachers, students, parents, mentors, and the community. The dynamics among these groups are critical to the planning, implementing, and design of CCPA. Agency and community partners are vital to the academic progress and meaningful learning experiences for CCPA students. These partnerships provide guest speakers, mentors, field trips, career fairs, job shadowing, internships, and community service opportunities.

CCPA will partner with agencies through their Workforce Innovation Opportunity Act (WIOA), Department of Labor Innovation Grant Funding. (See Appendix 8-H, Letters of Intent)

An Advisory Council of business and industry partners, to review and advise on career preparation and workforce training, will be identified and developed to support the goals and relationships between entities that align the workforce investment and economic development training and activities and refer to CCPA for educational program support to complete a high school diploma program or equivalency.

This Advisory Board will meet quarterly to review strategies on how education and industry work together to create high-quality career pathway programs which are aligned with local and regional needs of business and industry. The focus on collaboration and community support will be addressed through discussions on developing sustainable collaboration and/or partnerships between education and business; reviewing regional career pathways to understand the alignment to local labor market needs; exploring how to integrate academic and career-based learning that

aligns with local need, growth, and emerging areas of business and considering ways and the means to establish effective work-based learning programs between education and business.

Outreach to the business community will seek partners not only to participate on the Council but to provide opportunities for workplace learning such as job-shadowing, workplace visits or tours, internships, paid part-time and/or temporary employment experiences.

Additional planned partners include:

- Rancho Santiago Community College District
- North Orange County Community College District
- South Orange County Community College District
- Coast Community College District
- Orange County Probation Department
- Orange County Sheriff's Department
- Orange County Health Care Agency
- Taller San Jose
- OC Children's Therapeutic Art Center
- Kids Works Community Development
- OC Conservation Corps
- Orange County Asian and Pacific Islander Community Alliance (OCAPICA)
- Orangewood Children's Foundation
- Santa Ana Peer Athletic Leadership (SAPAL)
- Santa Ana Public Library
- OC Interfaith Community Association
- Santa Ana Boys and Girls Club
- Orange County Rescue Mission
- Youth Entrepreneurial Program (YEP)
- Santa Ana College Community Services
- Santa Ana YMCA Project Kinship
- Encuentros Leadership

Program Orientation

Enrollment in College and Career Preparatory Academy (CCPA) is voluntary, and prospective students and parents/caregivers for students who are minors are provided with an orientation to the CCPA instructional program, and policies and procedures prior to a decision to participate. Students are given a CCPA Orientation Survey and an academic assessment utilized to determine basic skills levels and suitability for working in an independent studies model of instructional delivery.

Students and parent/caregivers are interviewed to identify previous schools attended and any special needs or prior participation in English Language Development, Section 504 or Special Education programs.

For students 18 years and older, parent/caregiver participation is not required, but is encouraged, and will require student consent.

Behavior Support

College and Career Preparatory Academy (CCPA) provides a supportive school environment that focuses on increasing academic and pro-social behaviors. CCPA staff members receive training on research-based models that provide systems for developing student resilience and help resist unacceptable or negative behaviors in order to reduce barriers to learning. Staff routinely participates in professional learning communities focused on analysis of student work and collaborate on research-based instructional strategies designed to increase student learning.

Staff will receive training to implement character development and leadership tools for students. The focus on social/emotional/behavioral supports for students in CCPA is to develop trusting relationships based in a genuine concern for the well being of each student in a consistent, respectful manner that promotes academic performance and college to career readiness. This focus on the learning environment will provide motivation for positive self-regulated behavior, improved classroom attendance, and the reinforcement that supports students taking increased responsibility for their actions and performance. Student learning and achievement is continually assessed using multiple measures of success.

Through training and guided practice in utilizing character and leadership tools and strategies, delinquent behaviors such as disruptive outbursts, violent acts, substance abuse, and other risky behaviors are decreased as students practice empathy and an appreciation for diversity, core values, and making good choices

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

To assist students in need of additional support, College and Career Preparatory Academy (CCPA) offers a school calendar of 225 days for all students to receive full academic services in the area of core curriculum instruction and credit recovery. This offers the student a means to accelerate completion of required coursework. CCPA implements character development and leadership training to provide a consistent framework within which students are provided strategies and practices needed to increase the success of all students. Our students receive assistance through rigorous instruction and additional instructional support with targeted interventions, if needed.

Curriculum Intervention

As part of the enrollment process, students are administered the Scantron Performance Series assessment to identify present levels of reading and math skills. Students will be assessed for grade level placement in core classes required for graduation. Those identified with skills two years or more below grade level or below grade six are assigned to an intervention class as part of their academic schedule. Students will be given opportunities to participate in our GradPoint online learning system for credit recovery, reading and math interventions, CAHSEE preparation and other academic support classes as needed.

Learning and Behavioral Interventions

College and Career Preparatory Academy (CCPA) participates in Student Consultation Teams (SCT) to assure an individualized approach to a variety of instructional strategies, strategic intervention materials, and behavior modification techniques to provide additional assistance to students at risk

of dropping out of school due to poor grades, attendance, and/or behavioral issues. CCPA site teams are designed to work with the student and parent, as applicable, to identify obstacles and barriers preventing success and provide support needed to be successful in the school program.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The rigor of the instructional program at College and Career Preparatory Academy reflects the goals for all students to graduate, to be prepared for college and/or other post-secondary training, and be prepared for the workforce. CCPA provides teachers scheduled and continuous professional development for the standards-based California state standards curriculum. Academic guidance will be provided to students to support the pursuit of advanced educational opportunities by taking college preparatory requirements and earning community college credits. All students will have access to University of California approved A-G course work through on-line instruction. Through distance learning, students can complete courses for additional requirements for college entrance. Students can be dually enrolled in the community college, and earning credits toward high school graduation. The CCPA staff, student, and parent, will develop these goals as part of the student's IECSP.

PLAN FOR ENGLISH LEARNERS-EQUAL OPPORTUNITY FOR SUCCESS

College and Career Preparatory Academy (CCPA) is committed to high levels of academic success for all students, including English Learners (EL). CCPA will meet all applicable legal requirements for ELs including, but not limited to, annual notification to parents/caregivers, student identification, placement for integrated and designated English Language Development (ELD), program options, and EL and core content instruction which is research-based, teacher qualifications and training, reclassification criteria and process to reclassify qualified students to fluent English proficient status; monitoring and evaluating program effectiveness; and standardized testing requirements.

College and Career Preparatory Academy (CCPA) will serve an EL population reflective of the student population in Orange County. CCPA emphasizes continual improvement dedicated to strengthening and expanding EL strategies. To ensure CCPA has qualified staff to serve EL students, CCPA will recruit staff with the proper training and success with EL students including a CLAD or BCLAD certificate, SDAIE training or other appropriate specialized training. CCPA will provide ongoing training opportunities for staff in EL strategies.

Home Language Survey

College and Career Preparatory Academy (CCPA) shall comply with all applicable state and federal laws related to the education of English Learner (EL) students. CCPA shall develop, implement, and maintain policies and procedures for the provision of services to EL students including identification, assessment, and assignment to appropriate academic and English Language Development courses. At the initial enrollment conference, the Home Language Survey will be administered to identify ELs and their CELDT proficiency levels.

California English Language Development Test (CELDT) Testing

All students who indicate that their home language is other than English will be given a CELDT test within 30 days of initial enrollment, if they are entering a California public school for the first time for the school year, or have never taken a CELDT test for another reason. They will be tested at least annually to measure their language growth, thereafter, between July 1 and October 31 until re-designated as fluent English proficient. EL students will also participate in other state mandated tests.

Reclassification Procedures

Reclassification procedures will 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 CELDT. The minimum expectations are Level 4 or 5 on CELDT with no individual language domains less than a Level 3.
- Participation of 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.
- Parent's/caregiver's, as applicable for students who are minors, opinion and consultation, achieved through notice to the parents/caregivers of the language reclassification and placement process and encouragement of the participation of parents/caregivers in the school's reclassification procedure.
- 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 of the same age whose native language is English).

College and Career Preparatory Academy (CCPA) will notify parents/caregivers of its responsibility for CELDT testing under the No Child Left Behind Act for annual English proficiency testing. CELDT results will be given to parents/caregivers within 30 days of receiving results from the publisher.

ELs at CCPA will learn English and discipline-specific language necessary for college and career success. The goals of the English Learner (EL) plan are to provide students:

- Equal access to curriculum and instructional materials at the appropriate level of their acquired English.
- Standards-based integrated and designated ELD taught by qualified teachers of ELs.

- Qualified teachers who can equip EL students in their effective acquisition of English proficiency in content standards.
- Culturally-relevant curriculum and pedagogy to foster positive self-image and promote cross-cultural understanding.
- Staff development on research-based, best practices for ELs as well as to support and sustain a culture of reflective practice among teachers; teachers will continuously analyze formative and summative assessment results to target and differentiate instruction and ultimately improve instruction for ELs.
- Individualized Education Career Service Plans (IECSPs) with specific goals identified for increasing English literacy skills that are reviewed after 90 days and revised as needed.
- Parent participation in EL parent advisory committees to constantly monitor the effectiveness of the EL program; translation and interpretation services will be provided.
- Opportunity for English Language learners to receive support from EL certified teachers.

English Learners (EL) will develop their English language ability through the use of state-adopted materials.

The needs of English Learners will be met through:

- Progress monitoring through assessment of growth in attaining English proficiency.
- Assignment to a daily-assignment-schedule including ELD based on proficiency level.
- Placement in courses with highly qualified teachers authorized to teach ELs.
- Assignment to core classes using SDAIE techniques and intervention courses for reading and/or math based on appropriate instructional setting.
- Content teachers engaging students in structured academic talk; systematic, explicit, intensive, differentiated reading instruction; and, development of literacy skills along with oral proficiency and literacy in English.
- Teacher use of scaffolding content and structured, collaborative activities throughout instruction.
- Individualized Education Learning Plans (ILPs) with specific goals identified for increased English literacy skills that are reviewed after 90 days, and revised as needed.
- Staff collaboration regarding best practices in working with EL students.
- Primary language support provided by teachers and bilingual instructional assistants.
- Encouraged participation of parents in English Language Advisory Council (ELAC) and outreach activities with communication in the parent/caregiver home language.

Providing English Learners (EL) full access to a rigorous curriculum will be accomplished through a variety of strategies, guided by research-based principles for teaching EL students. The following information, adapted from the West Regional Education Laboratory, summarizes some of those principles and strategies:

- Use of non-verbal cues, using graphic organizers, hands-on learning, and cooperative/peer tutoring.

- Use of cooperative learning, study buddies, project-based learning/instruction, and one-to-one student/teacher interactions.
- Use of higher order thinking questions. Modeling thinking language by ‘think-alouds’, explicit teaching, test and study skills, and high expectations.
- Use of native language to increase comprehensibility.
- Total Physical Response (TPR)
- Language Experience (Dictated Stories)
- Scaffolding and activating prior knowledge.

CCPA will comply with all applicable laws, regulations, and OCDE policies and procedures as they may be amended.

PLAN FOR SPECIAL EDUCATION

College and Career Preparatory Academy (CCPA) shall assure that a Free Appropriate Public Education (FAPE) is provided for all children with disabilities attending CCPA in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) 20 U.S.C. Section 1400 et seq., and implementing regulations.

A full continuum of special education programs and related services shall be provided as required by an individual student’s Individual Education Plan (IEP). No student otherwise eligible to enroll in CCPA will be denied enrollment due to a disability or the school’s inability to procure necessary special education services. CCPA shall assume responsibility and compliance with Section 504 of the American with Disabilities Act (ADA).

College and Career Preparatory Academy Responsibilities

College and Career Preparatory Academy (CCPA) will deliver required and appropriate special education services through Orange County Department of Education-Alternative Community Correctional Education Schools and Services (ACCESS) to students enrolled in CCPA. These services shall include:

- Child Find.
- Initial, annual, and triennial evaluations.
- Individual Education Plan (IEP) development.
- Service delivery for all provisions as delineated on students’ IEP. Orange County Department of Education/ACCESS special education division is solely responsible for providing special education services. A district in which a student physically resides is not responsible for providing special education services to any student enrolled in CCPA, unless otherwise stipulated through a settlement agreement.
- Due process/compliance proceedings.
- Inter and intra/SELPA permits in accordance with County SELPA policies and procedures
- Submission of all required filings, etc. to fully comply with the SELPA and California Department of Education (CDE) requirements.

Provisions for and Compliance of Special Education Services Referral

College and Career Preparatory Academy (CCPA) will refer to Student Consultation Team (SCT) to determine if alternative interventions are appropriate for students demonstrating low performance. Through this process, parents/caregivers, teachers, key school personnel, or other interested persons systematically review and make suggestions about student performance related to:

- Academic progress.
- Social/Emotional development.
- Physical limitations; and/or,
- Behavioral history.

Students shall be referred for assessment only when their individualized needs interfere with school performance and cannot be met through modifications within the general education/home-school setting (federal mandates require general education resources and services be exhausted before the CCPA refers a student for special education testing). Objective and complete data will be collected during an initial SCT referral to ensure appropriate recommendations for each student are made (i.e., work samples, cumulative record review, CAHSEE results, CST/Smarter Balance scores and health history). At all SCT meetings, members are assigned responsibilities for monitoring the success of the strategies offered. A follow-up date is scheduled to review the progress of the proposed strategies. In most cases, sufficient progress is noted at the follow-up meeting and more restrictive interventions are not warranted. If progress is not noted, the SCT may refer the student to more intensive research-based curricular strategies or for special education assessments. A formal (written) request from a parent/caregiver to assess a child (under 18) for special education supports and services will generate an SCT meeting within 15 days to respond to the request for assessment.

Special Education Programs and Services

For students with an identified disability referred to College and Career Preparatory Academy (CCPA), a Local Education Agency (LEA) representative must consult with a representative from CCPA, if this program may be considered as a placement option by the Individual Education Plan (IEP) team. A representative from CCPA must be in attendance at the IEP team meeting when placement decisions are made for CCPA. Upon enrollment, a special education coordinator or school psychologist will meet the parent/caregiver and student to review the most recent IEP and determine the need for updated or additional assessment. As needed, an additional meeting for staff, parent/caregiver, and the student will be arranged to develop a new IEP with appropriate goals and access to services at the CCPA program. Special education English Learners' IEP goals will reflect the individual student's linguistic objectives. The needs of special education students will be met through:

- Progress monitoring through assessment of progress in meeting student's IEP goals.
- Assignment to a daily schedule based on identified special needs.
- Special education credentialed teachers or other support (DIS) providers, as outlined in the IEP.
- Assignment to core classes and intervention courses for reading and/or math based on the appropriate instructional setting.

- Modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in the general core curriculum.
- Additional instructional time to provide students sufficient instruction and practice in order for them to master grade-level standards and the skills assessed on the California High School Exit Exam (CAHSEE).
- Differentiated instruction by content teachers to engage students in structured reading instruction, development of literacy and math skills, and use of accommodations and/or modifications.
- Individual Education Career Service Plans (IECSP) with specific goals aligned to IEP goals that are reviewed after 90 days and revised as needed (all general and special education students complete and maintain the IECSP).
- Staff collaboration regarding best practices for working with special education students.
- Encouraged participation of parents/caregivers in outreach activities.
- Collaboration between CCPA and OCDE/ACCESS Special Education Unit to provide appropriate special education services.

Interim Placement and Individual Education Plan (IEP) Development

College and Career Preparatory Academy (CCPA) will adhere to the legal mandates outlined in Individuals with Disabilities Education Improvement Act (IDEIA) in implementing regulations. When a student with an active IEP transfers to CCPA (outside of the IEP process) he/she is provided an interim special education placement and a new IEP will be written on the corresponding Orange County/ACCESS Special Education forms within 30 days.

The IEP team is comprised of the parent/caregiver (and/or their requested representative[s]), a general education teacher familiar with the student's work, a special education teacher and any other Designated Instructional Service(DIS) provider as outlined in the IEP, an administrative representative, and the student. The IEP meetings will be facilitated by the CCPA special education case manager or administrative representative. Based upon areas of need, goals, objectives, frequency/duration of services are designed to maximize educational benefits for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents/caregivers as frequently as their general education counterparts.

Initial and Triennial Assessments

When students are referred for an initial evaluation (must be under 18 years of age) to determine if they meet eligibility requirements to receive special education, CCPA will generate a referral for special education; monitor all legal timelines; develop an assessment plan offering testing in all suspected areas of disability; coordinate qualified personnel to provide the required testing; distribute written assessment reports to the parent/caregiver prior to the IEP meeting; generate IEP meeting notices; develop and facilitate the IEP meeting; and, distribute copies of the IEP to appropriate personnel.

CCPA will utilize the OCDE/ACCESS web-based Special Education Information System (SEIS) to complete all IEP's and report CASEMIS information.

At least once every three years, a student will be reassessed to determine his/her continued eligibility to receive special education services. The reassessment can be a complete re-evaluation with formalized assessments or a records review and informal assessment. Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet IDEA eligibility requirements for special education, a Section 504 Accommodation Plan could be offered and if accepted, developed at another 504 meeting.

Identification of Bilingual Special Education Students

Before a second language student is referred for special education, his/her level of English proficiency will be determined to ensure the lack of acquisition of language skills is not the reason for lower academic performance. Personnel fluent in a student's native language and familiar with the native culture will participate during the SCT process and during the referral, assessment and identification processes for determining the eligibility for special education.

The Limited English Proficiency/Fluent English Proficiency status of a student will be used to determine the language that he/she will be assessed in when a formal referral to special education is made. This will be documented on the IEP. Bilingual personnel will translate during IEP meetings. Written documents (assessment reports, IEP forms, Parent Rights and Procedural Safeguards, etc.) are available in the native language or can be transcribed when requested by the parent. At all IEP meetings involving second language learners, the IEP team notes whether eligible students will be provided special education services in their primary (L-1) or secondary (L-2) language. All goals and objectives for bilingual students will be developed in collaboration with BCLAD general education staff to insure linguistically appropriate goals and objectives are developed and that the student's language acquisition needs are taken into account when the IEP is developed. Special education personnel who assess and deliver services outlined on the student's IEP will have CLAD certification.

Staffing, Curriculum, Service Provisions and Student Accountability

All special education services will be provided by "highly qualified" staff as outlined in No Child Left Behind (NCLB) legislation. Special education services will supplement general education and will not supplant others sources of federal, state, and local funds apportioned for College and Career Preparatory Academy (CCPA). Identified special education students will be provided accommodations to allow access to the same core curriculum as their general education counterparts, as outlined in their IEP's, and in the least restrictive environment. All identified special education students are expected to participate in Smarter Balanced Assessment (SBA) and the California High School Exit Exam (CAHSEE) and/or, required State Performance Assessments. If the IEP team determines the student requires accommodations or modifications of state tests, this will be outlined in the students IEP. The IEP team can also determine if the student requires an alternative assessment and document the need on the IEP.

All services, supplementary materials, or assistive devices required to access core curriculum will be provided at no cost to the identified special education student, as outlined in the IEP. No facilities utilized for the purposes of special education will present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program. Differentiated or

weighted grading policies or practices will not be in place for identified special education students, unless specifically stated and described in the IEP.

Disenrollment, Suspension, Expulsion

Attendance for special education service will be monitored closely to ensure identified students' access to all service are as outlined on their IEP. If a special education student misses two sessions within a month, CCPA will contact the family or the student, 18 years or older. If three consecutive special education meetings with a provider are missed, an IEP meeting will be called to insure the CCPA personalized learning model remains an appropriate placement for the student and to discuss steps the IEP team will take to carefully monitor progress that assures educational benefit for the student.

Students with disabilities will be disciplined in accordance with this Charter and the Parent/Student Handbook, except that students with disabilities will be afforded the protections in federal law against an unlawful change in placement. No identified special education or Section 504 student will be suspended for more than ten (10) school days per calendar year without a Manifestation Determination meeting to determine if his/her misconduct is a manifestation of his/her disability. A school psychologist will be involved in all phases of expulsion proceedings and parent/student will be provided due process rights throughout. In cases where suspension (beyond 10 days per school year) or expulsion is recommended following the Manifestation Determination meeting, the CCPA and the Orange County Department of Education Director of Special Education will be notified and the regular discipline procedures will apply.

Maintenance of Special Education Records

College and Career Preparatory Academy (CCPA) shall verify that OCDE/ACCESS Division of Special Education maintains special education files, uses appropriate forms/software, and files reports as necessary to maintain legal compliance.

Special Education Funding

North Orange County SELPA shall allocate funding to OCDE for services to CCPA for the provision of special education services in accordance with Assembly Bill (AB) 602.

College and Career Preparatory Academy (CCPA) will contract for special education services with qualified providers who possess appropriate special education credential(s) for needed service that are not provided by CCPA. All expenditures associated with delivery of said special education services is the responsibility of the CCPA.

CCPA shall be responsible for all special education costs in excess of revenues received from the North Orange County SELPA.

Orange County Department of Education in cooperation with the North Orange County SELPA, shall document that all state and federal special education funds are used for the sole purpose of providing special education instruction and/or services to identified students with disabilities. Such funds shall be used to supplement and not supplant other sources of federal, state and local funds apportioned to CCPA.

CCPA will be a school of OCDE for the purposes of special education and will receive funding and services through OCDE's membership in the North Orange County SELPA.

Parent/Caregiver Concerns/Complaints

Parent/Caregiver concerns regarding special education services shall be directed to OCPA. CCPA shall address the parent/caregiver/adult student concerns. CCPA will address, respond to, investigate, and take any and all necessary action to respond and attend to all complaints involving special education and IDEIA compliance. CCPA may initiate a due process hearing concerning an enrolled student as the Charter determines it legally necessary to meet CCPA's responsibilities under federal and state law.

CCPA will comply with all applicable laws, regulations, and OCDE policies and procedures as they may be amended.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“The measurable pupil outcomes identified for use by the charter school, ‘Pupil Outcomes’, for purposes of this part means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Ed Code § 47605(b)(5)(B).

MEASURABLE STUDENT OUTCOMES

A comprehensive assessment system will focus on student performance as the key component to demonstrate student success and competency using multiple assessment measures. College and Career Preparatory Academy (CCPA) will administer the mandated state assessments as an independent entity and also meet any required state performance standards developed. CCPA will use statewide performance standards as required by Education Code Sections 60602, et seq. CCPA will conduct an annual evaluation of student academic performance to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type school, both within the county and across the state. To ensure that students are achieving proficiency in state grade level content standards, CCPA will:

- Fully implement California State Board of Education adopted standards-aligned instructional materials in English Language Arts (ELA). English Language Development (ELD). Mathematics, History-Social Sciences, and Science along with targeted interventions.
- Align the course of study with state grade level California State Standards.
- Train teachers and the Program Administrator/Principal on materials-based (ELA/ELD and Math adoptions) and research-based strategies.
- Implement and monitor classroom curriculum and instruction to focus on standards-based instruction and research-based instructional strategies.
- Provide a comprehensive computer-based credit recovery system aligned with state content standards for students to make up credits for courses they have failed in past semesters/years and/or accelerate learning.
- Evaluate student progress in ELA and mathematics with Scantron Performance Series or the untimed BASI, using results to target specific areas needing additional instruction.
- Increase student attendance through more rigorous and relevant curricular programs, increase school safety, and reduce school suspensions.

College and Career Preparatory Academy (CCPA) will set additional performance goals for students in the areas of graduation rate, dropout rate, concurrent college enrollment, attendance rate, truancy, and suspensions, and Work-Based Learning, CCPA will:

- Increase the graduation rates to the graduation targets required to meet ESEA requirements. This is based on making a progressively more challenging annual target in order to attain a 90% graduation rate by 2020.
- Increase the graduation rate each year. The graduation rate is based on California Department of Education (CDE) data. The county wide average is currently 83.5%.
- Increase concurrent college enrollment by 25 students per year.

- Increase literacy development from one grade level to the next level where students are at or above grade level in the area of reading and mathematics.
- *Student participation in work-based learning experiences across the Work-Based Learning continuum*
- *Student completion of three sequenced technical courses under a Career Technical Education pathway*

ELEMENT 3: ASSESSMENTS/METHODS OF MEASURING PUPIL PROGRESS

“The method by which pupil progress in meeting those pupil outcomes is to be measured Ed Code § 47605(b)(5)(C). Must meet statewide testing requirements. Ed Code § 47605(c)(1)

METHODS OF ASSESSMENT

Summative Assessment

To measure growth in student achievement: College and Career Preparatory Academy (CCPA) will annually use the California Department of Education evaluation tools such as California High School Exit Examination (CAHSEE), California Standards Tests (CST) in Science or California Modified Assessment (CMA), and California English Language Development Test (CELDT), Smarter Balanced Assessment (SBA), or other state adopted assessments as required. Qualified students with disabilities will be ensured placement in the appropriate state assessment and provided appropriate accommodations or modifications for all state tests.

Formative Assessment

As part of the enrollment process, students will be given a standards-based assessment to identify current reading and math skills. Students will be assessed for grade level placement in core classes required for graduation. Ongoing formative assessments will measure each student’s progress in mastering reading and math skills. Teachers will use tools such as Scantron Performance Series and the Basic Achievement Skills Inventory (BASI), a multi-level achievement test measuring math, reading, and language skills. The BASI is norm referenced with up-to-date and relevant norms based on a national sampling matching 2000 U.S. Census Data. There is an untimed version of the test for students with accommodations. The purpose of the untimed test is to provide criterion-referenced performance information at the objective level for each student. This option is appropriate for the special needs of student who experience anxiety with timed tests and those students in the lowest quartile of norm-referenced tests.

USE AND REPORTING OF DATA

College and Career Preparatory Academy (CCPA) will first develop an Individualized Education Career Service Plan (IECSP) (see Appendix D) for each student that documents his/her current achievement scores and delineate specific areas of need, interests and goals to address. The purpose of the IECSP is to allow each student entering into CCPA program to team with their parent/caregiver (as applicable) and the teacher to set and monitor obtainable future goals. Student progress will be measured by ongoing assessments, such as the Scantron Performance Series and/or the Basic Achievement Skills Inventory, for academic achievement.

Academic assessments will be administered at benchmarks throughout the year for the purpose of assessing student need and growth areas in targeted standards. Students will be assessed regularly in reading and math skills. Data derived from these evaluations will be used to individualize instruction as each student participates with his/her instructor and parent or self, as an adult learner, to design/refine the Individualized Education Career Service Plan (IECSP).

Based on a Professional Learning Communities (PLC) model, school site data teams will meet monthly to analyze data and monitor student achievement and make adjustments in provision of extra time and support that may be needed by struggling students.

CCPA will comply with all applicable laws, regulations, and OCDE policies and procedures as they may be amended.

ELEMENT 4: GOVERNANCE STRUCTURE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

As an affiliated charter school of OCDE, College and Career Preparatory Academy (CCPA) is subject to the governance and control of OCDE. Governance at the school site level, including School Site Councils, shall be in accordance with the provisions of this petition and shall be consistent with all applicable state and federal laws and regulations, OCDE policies, and the provisions of OCDE collective bargaining agreements.

The process to be followed by the school to ensure parental involvement (for those students 16-18) and for adult students (18 years and over) in supporting the school’s effort on behalf of the school’s pupils, as required, will basically follow the structure of a School Site Council and include our community partners. The process will ensure an organizational and technical design that reflects the purpose to ensure that CCPA will become and remain a viable enterprise, that there will be active and effective representation of interested parties, and that the educational program will be successful. The Council shall represent the diverse interests of the families and staff that make up the local school community.

Recognizing the importance of communication and participation of parents, adult learners, school staff, and community leaders to improve student achievement in the efforts to educate the students, the Council establishes as its purpose the support of the College and Career Preparatory Academy (CCPA). Further, the Council shall exist to assist, advise, and provide the Program Administrator/Principal with the broad base of input to improve school and student performance and to help design, develop, and implement any school improvement plan that is aligned with California state standards. (See Appendix 9-I)

Any governance model in conflict with the above shall be null and void. CCPA shall comply with the Brown Act, the Political Reform Act, the Public Records Act, and Government Code section 1090 as well as OCDE policies and procedures regarding conflicts of interest. CCPA shall comply with all applicable federal and state laws and regulations, as well as OCDE policies, as they may be changed from time to time.

College and Career Preparatory Academy (CCPA) will be a public charter school authorized by the Orange County Board of Education and administered by the Orange County Department of Education (OCDE) through Orange County Department of Education.

Through its role of long-range policy development and other critical functions and responsibilities, Orange County Board of Education works with the Orange County Superintendent to offer the most effective educational programs and services available.

The Orange County Board of Education (OCBE) will retain roles and responsibilities as defined in Education Code 1040 0 1047 for the College and Career Preparatory Academy Charter School. OCBE is responsible for approving CCPA’s annual budget, adopting curriculum, and acquiring real property for the purpose of housing programs and services.

College and Career Preparatory Academy (CCPA) will follow applicable policies set forth by Orange County Board of Education (OCBE) and the administrative regulations set by the Orange County Department of Education (OCDE).

Role of Chartering Authority

As the chartering authority, the Orange County Board of Education (OCBE) will be responsible for fulfilling its statutory oversight responsibilities as required by law, including the duties identified in Education Code Section 47604.32. The OCBE will be responsible for reviewing and taking action on charter petition renewal requests, and have the authority to initiate revocation proceedings, if necessary, as provided by Education Code Section 47607.

Title IX, Section 504, and Uniform Complaint Procedures

CCPA shall comply with all applicable laws and regulations and implement all OCDE policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (Section 504), and OCDE's Uniform Complaint Procedures.

Responding to Inquiries

CCPA shall promptly respond to all OCDE inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with OCDE regarding any inquiries. CCPA acknowledges that it is subject to audit by OCDE. If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to CCPA's operations, or breach of charter, is received or discovered by OCDE, CCPA shall cooperate with any resulting investigation undertaken by OCDE.

Notification of OCDE

CCPA shall notify OCDE in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by CCPA. CCPA shall also notify OCDE in writing of any internal investigations within one week of commencing investigation.

Insurance/Risk Management

As a school of the OCDE, CCPA shall participate in OCDE's insurance and risk management programs, and shall comply with all applicable laws, regulations, policies, and procedures.

Administrative Services

As a school of the OCDE, CCPA shall receive support services in the same manner as other ACCESS schools through OCDE, Administrative Services, and Business Services. These services include those provided by Accounting, Fiscal Services, Payroll and Retirement Processing, Information Technology, Contracts and Purchasing, Human Resources, staff development and training, and instructional support. CCPA will enter and submit CALPADS and CBEDS data through OCDE as the authorizing agent.

Local Control Funding Formula (LCFF)

CCPA acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), in accordance with OCDE policies and procedures, as they may be amended from time to time. Attached in Appendix 7-G is the preliminary Local Control and Accountability Plan (LCAP) for 2015-16, which shall be updated as required by applicable laws, regulations, and OCDE policies and procedures.

Federal Program Compliance

As part of OCDE, which is a recipient of federal funds, CCPA shall meet all programmatic, fiscal, and other regulatory requirements of the Elementary and Secondary Education Act.

McKinney-Vento Homeless Assistance Act

CCPA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths.

Student Records

CCPA, including its administrators, assigned employees, and representatives, shall comply with FERPA and related state laws and regulations at all times. CCPA shall comply with and implement all OCDE policies and procedures related to the creation, use, maintenance, storage, disclosure, and transfer of student records. When a student transfers for any reason from CCPA to any other school district, CCPA shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

CCPA will comply with all applicable laws, regulations, and OCDE policies and procedures as they may be amended.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the school” Ed Code § 47605(b)(5)(E).

College and Career Preparatory Academy (CCPA) acknowledge and agree that all persons are entitled to equal employment opportunity. CCPA shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Staffing

CCPA shall comply with and implement all applicable state and federal laws and regulations, OCDE policies, and OCDE collective bargaining agreements. CCPA shall be subject to all OCDE decisions regarding reduction in force, layoffs, salaries, classifications, and assignments. Selection of certificated staff shall comply with Education Code, OCDE policy, and applicable collective bargaining agreements. Selection of classified staff shall be in compliance with the Education Code, OCDE policy, and applicable collective bargaining agreements. Every effort will be made to avoid assigning staff to Charter School; however, OCDE retains the right to make such assignments in cases where no alternative is available (e.g., as a result of reductions in force or reasonable accommodations in compliance with the Americans with Disabilities Act).

Rights of OCDE Employees

As an affiliated charter school, CCPA administrators, faculty and staff are OCDE employees. All CCPA employees will be hired by OCDE and maintain the same relationships with and through all respective bargaining units as other OCDE employees at non-charter schools.

Professional Development

CCPA shall comply with and implement any OCDE- mandated professional development. Any professional development required by OCDE for newly-adopted curriculum will be funded by OCDE consistent with its practice for other OCDE schools.

Compensation and Benefits

CCPA staff will be employed by the Orange County Department of Education (OCDE) and will have all rights and responsibilities accordingly. Employees of the OCDE will be covered by existing employee agreements. Employees will earn additional years of service credit in the county office while working in CCPA. In addition, they will retain any rights to accumulated sick leave return rights, vacation for those who are eligible, family leave, and health coverage.

CCPA will comply with all applicable laws, regulations, and OCDE policies and procedures as they may be amended.

ELEMENT 6: HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff These procedures shall include the requirements that each employee of the school furnish the school with a criminal record summary as described in §44237." Ed. Code §47605 (b)(5)(F)

CCPA shall comply with all federal, state, county, and city laws and regulations and OCDE policies and procedures related to health, safety, and emergencies, as they may change from time to time. CCPA shall comply with and implement all OCDE policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to suspected child abuse and neglect reporting and awareness training.

Health, Safety, and Emergency Plan

As an affiliated charter school, CCPA shall comply with and implement all OCDE policies and procedures related to health, safety, and emergencies, including but not limited to the creation, maintenance, and implementation of a Safe School Plan. CCPA shall ensure that its staff receives annual training on CCPA's health, safety, and emergency procedures and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with OCDE policies and procedures. CCPA shall periodically review and modify, as necessary, its Health, Safety, and Emergency Plan and keep it readily available for use and review.

Criminal Background Checks and Fingerprinting

In order to ensure the health and safety of pupils and staff, CCPA shall ensure that all employees, contractors, and volunteers adhere to the policies and procedures of OCDE related to fingerprinting and criminal background checks.

Immunization and Health Screening Requirements

In order to ensure the health and safety of pupils and staff, CCPA shall ensure that all employees, contractors, and volunteers adhere to the policies and procedures of OCDE related to tuberculosis assessment and clearance. CCPA shall comply with and implement all OCDE policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of pupils as a condition of attendance and screening for vision, hearing, and scoliosis.

Safe Place to Learn

CCPA shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

ELEMENT 7: RACIAL BALANCE/NON-DISCRIMINATION

‘The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.’ Ed. Code §47605 (b)(5)(G)

College and Career Preparatory Academy (CCPA) will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and it will not discriminate against any student on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.5 of the Penal Code, or one’s association with a person with those characteristics.

The CCPA will, through advertising, community forums, public/private partnerships or other recruitment methods, seek to represent the diversity displayed within Orange County and will maintain a student enrollment with demographics similar to those found within Orange County.

Through OCDE’s membership in the Rancho Santiago Adult Education Consortium (The Adult Education Block Grant) and partnership with the three other Orange County AB 86 Consortia, including South County Consortium, North Orange County Community College District Consortium, and Coast Consortium, the leadership of the College and Career Preparatory Academy through our AB86 membership will reach out to the four Consortia to provide information and literature regarding the high school diploma option for young adults throughout Orange County.

As applicable, MOU’s may be written to articulate the relationship between the entities and alignment of services related to referral, dual enrollment as applicable, course alignment/articulation, and transition from CCPA to any of the nine community colleges in Orange County.

CCPA will promote the Charter School option to Probation, Social Services, and the Sheriff’s Departments for clients that receive services within those respective organizations but do not have a high school diploma and are unable or unwilling to access other possible options to receive a high school diploma. Information, literature and a detailed overview of the orientation and enrollment process will be provided to these organizations for the benefit of clients who are transitioning from institution programs and are interested in reengaging in an education program or continuing services that are provided by adult education providers, while incarcerated.

Districts and the OCDE/ACCESS program will be contacted and provided information related to education services available for students who age out of the traditional or alternative program and would benefit from a personalized differentiated education program partnered with a workforce development training program.

OCDE’s communication network and the online Education Link will be utilized to market and describe the program to the public.

ELEMENT 8: ADMISSIONS REQUIREMENT

"Admissions Requirements, if applicable" Ed. Code § 47605 (b)(5)(H)

STUDENT ADMISSION POLICIES AND PROCEDURES

All students who wish to attend College and Career Preparatory Academy (CCPA) will be admitted, subject to space limitations.

The following categories of eligible students shall be exempt from the single public random drawing and may be admitted without participation in the lottery:

1. Existing students of Orange County Department of Education/Alternative, Community, Correctional, Education, Schools and Services; (ACCESS) and,
2. Siblings of students admitted to or attending College and Career Preparatory Academy (CCPA).

CCPA will have the capacity to serve a maximum of 1200 students at all locations, once fully operational. CCPA operates year round and will have open enrollment throughout the year. A student wishing to attend CCPA may apply for admission at any time. All students wishing to attend CCPA will be granted admission if they meet the minimum eligibility requirements and capacity permits. If applications exceed capacity, a single public random drawing will be held to determine the order of admission. All names of eligible students requesting admission will be placed in a container, except for those categories of students exempt from the lottery.

All names will be pulled and sequentially numbered. Placements into the program will be made in numerical order until all openings are filled. The remaining numbered students will be placed on a waiting list and will be offered, in sequential order, an opportunity to attend CCPA if space becomes available. The waiting list will only be maintained for the current school year, and students who have not been admitted will be required to apply again for the next school year like all other interested students. Students who are enrolled shall not be required to reapply for the next school year if they maintain continuous enrollment. Admission to CCPA shall be on a voluntary basis.

All application/enrollment forms will be date and time stamped. It is the parent/caregiver/adult student's responsibility to update their contact information continuously with the charter school. CCPA shall not be responsible for failed attempts to contact a wait-listed parent/caregiver/adult applicant due to expired contact information.

Once notified of an available space, a parent/caregiver/adult applicant will have the following options:

1. Accept the available space within 2 business days of the offer.
2. Decline the available space and be removed from the wait-list.
3. Decline the available space and be placed at the end of the wait-list.
4. If the school does not receive a response within 2 business days of the offer, the school will deem the parent/caregiver/adult applicant to have declined the available space and remove the student from the wait-list.

College and Career Preparatory Academy (CCPA) will actively recruit a diverse student population from the surrounding areas who understand and value the vision, mission, and core values of CCPA. In general, CCPA will serve those students who have not found success in traditional schools and/or have dropped out of school. CCPA will distribute flyers and provide presentations, as permitted, but not limited to:

1. OC Probation Department.
2. OC Sheriff's Re-entry Division.
3. Local workforce development providers who wish to partner with CCPA as an education option for their participants.
4. Local districts that may have 18 year olds in need of an educational option.
5. Local community college districts that choose to refer a student who is not progressing in their program, but with additional support through CCPA may complete a high school diploma program, while participating in workforce and career skills development and be better prepared to transition back to the community college setting.

CCPA shall be nonsectarian in programs, admission policies, employment practices, and all other operations. CCPA shall not charge tuition. It shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or one's association with a person with those characteristics.

Prospective students and parents/caregivers will be oriented regarding instructional and operational philosophies and practices of CCPA and given a summary of the student policies. There may be public or private meetings with the CCPA staff. Students and their parents/caregivers (unless the student is 18 years of age) will be required to sign, verifying receipt of the Parent/Student Handbook (see Appendix H) indicating their agreement to maintain CCPA attendance and behavioral standards. Those students 18 years of age and older will sign all documents and make all decisions related to school. However, students 18 years and older will be encouraged to include parents/caregivers in school activities and home/school communication, to build positive family and community relationships. Students failing to meet school attendance and behavioral standards, as outlined in the Parent/Student Handbook may be dismissed from CCPA in accordance with due process procedural safeguards.

College and Career Preparatory Academy (CCPA) may enroll any eligible student or other eligible student, 16 years and older who qualify for enrollment in a county community school under Education Code Section 1981 or in a community day school under Education Code Section 48662, who resides in California who wishes to enroll. These students may meet minimum eligibility requirements that permit enrollment based on the following:

- Expelled from a school district within the geographic boundaries of Orange County and adjacent counties.
- Referred to a county community school by an Orange County school district as a result of the recommendation by a School Attendance Review Board (SARB).
- Referred by the Orange County school district of attendance at the request of the pupil's parent/caregiver with that district's approval of the pupil's enrollment in a county community school.

- Probation-referred pursuant to Sections 300, 601, 602, 654, 727, 729.2, and 791 of, and paragraph (2) of subdivision (a) of § 727 of, the Welfare and Institutions Code:
 1. On probation or parole and not in attendance in any school.
 2. Expelled from a school district within the geographic boundaries of Orange County and contiguous counties.
 3. Pupils who do not have school districts of attendance, or school districts of residence (formerly identified as homeless).

ELEMENT 9: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605 (b)(5)(I).

BUDGETS

College and Career Preparatory Academy (CCPA) has developed a three-year multi-year budget that supports the mission and goals proposed in this Charter (See Appendix 2-B). The financial plan is intended to fulfill the terms of Education Code Section 47605 (g) and provides financial information about the proposed charter school. This is an informational document and does not constitute a legal binding contract or agreement. This document is not part of the charter of CCPA or any related agreements or memoranda of understanding:

- CCPA’s average daily attendance is projected to be up to 500 in the first year of operation and will grow up to 750 the second year, 900 the third year, and up to 1,200 the fourth year. It will stay at 1200 or more in the fifth year.
- The students will attend CCPA an average of 90% of the number of total allocated hours.
- CCPA’s fiscal management will be the responsibility of the charter school and the Orange County Department of Education.
- Individual line-item assumptions are shown in the following three-year plan (See Appendix B).

SPECIAL EDUCATION FUNDING

College and Career Preparatory Academy (CCPA) will apply to become a member of the North Orange County Special Education Local Plan Area (SELPA), and will receive an apportionment in accordance with the terms of the SELPA AB 602 Allocation Plan. CCPA will receive all applicable special education funds as specified in the SELPA’s Assembly Bill (AB) 602 Funding Allocation Plan. CCPA will receive AB 602 Growth Rate funding based on ADA plus program specialist dollars for the base year. In subsequent years, this base rate will increase by COLA as well as grant dollars based on appropriate eligibility requirements.

FINANCIAL REPORTING/Annual Independent Financial Audits

The fiscal operations of College and Career Preparatory Academy (CCPA) will be supervised by OCDE. CCPA will not have a separate audit but will be a part of the annual audit for OCDE. CCPA will follow all financial policies and procedures of OCDE, including but not limited to purchasing, student body funds, payroll, petty cash, payment approval for goods and services, and contracts administration.

INSURANCE AND RISK MANAGEMENT

College and Career Preparatory Academy (CCPA) will contract with the Orange County Department of Education and the Orange County Superintendent of Schools to provide services for general liability insurance, workers compensation, and other required insurance from an insurance carrier licensed to do business in the State of California, and keep in full force during the term of the charter, at least the following insurance coverage:

- Property Insurance – for replacement value, including coverage for all assets listed in the school’s property inventory and consumables.
- General Liability – At least \$2,000,000 per occurrence and \$5,000,000 in total liability insurance providing coverage for negligence, errors and omissions/educators legal liability, abuse and molestation, and employment practices liability of the school, its governing board, officers, agents, employees, or students.
- Workers’ Compensation – In accordance with the provisions of the California Labor Code, insurance adequate to protect the school from claims under Workers’ Compensation Acts which may arise from its operation, with statutory limits.
- Automobile Insurance – to the extent necessary and in amounts appropriate for the type and use of the automobile.

Evidence of insurance coverage will be provided to the OCDE Division of Administrative Services/Business Services Division upon request and will instruct the insurance carrier(s) to inform OCDE immediately if the coverage becomes inoperative for any reason.

ADMINISTRATIVE SERVICES

College and Career Preparatory Academy (CCPA) will be covered under the Orange County Department of Education to provide support services through the Division of Administrative Services, the Division of Alternative Education, the Division of Business Services, the Division of Instructional Services and the Division of Information Technology. This includes services provided by Accounting, Fiscal Services, Payroll and Retirement Processing, Technology System Support, Contracts and Purchasing, staff development and training, and instructional support. CCPA CALPADS data will be submitted through OCDE as the authorizing agent.

FACILITIES

College and Career Preparatory Academy (CCPA) shall operate its primary administrative offices at 1669 E. Wilshire Avenue, Suites 601-608, Santa Ana, California 92705.

College and Career Preparatory Academy (CCPA) will adhere to all applicable OCDE, state, and federal laws, policies and regulations regarding facilities.

TRANSPORTATION

Transportation will not be provided to students attending CCPA unless specified in the student’s Individualized Education Plan (IEP).

CCPA will comply with all laws, regulations, and OCDE policies and procedures as they may be amended.

ELEMENT 10: SUSPENSION/EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled" Ed. Code § 47605 (b)(5)(J)

College and Career Preparatory Academy (CCPA) will adopt and implement the procedure for suspension and expulsion set forth in the California Education Code Sections 48900-48927, with the following modifications:

- The program administrator/principal or designee is responsible for issuing suspensions and making recommendations for expulsion.
- The Orange County Department of Education shall appoint the Administrative Hearing Panel.
- Recommendations of the Administrative Hearing Panel, after hearing, shall be submitted to the Orange County Department of Education or designee for final action.
- There will be no right to appeal the decision of the Orange County Department of Education to the Orange County Board of Education.

The CCPA will adopt and implement a comprehensive Parent/Student Handbook. The Parent/Student Handbook will describe the school's expectations regarding attendance, mutual respect, violence, safety, and work habits. Students and their parents/caregivers, if appropriate, will be required to verify in writing that they have reviewed and understand these policies prior to enrollment. Students may be suspended or expelled from CCPA for noncompliance with the policies set forth by the CCPA according to Education Code 48900 et seq.

If an expelled student enrolled in CCPA commits another violation of the Education Code leading to expulsion while enrolled in CCPA, the student may be transferred to a community school site operated by the Orange County Department of Education.

When the pupil leaves CCPA without graduating or completing the school year for any reason, CCPA will notify the superintendent of the school district of the pupil's last known address within 30 days and will, upon request, provide the school district with a copy of the (cumulative) student record of the pupil, including a transcript of grades or report card and health information.

CCPA will comply with all laws, regulations, and OCDE policies and procedures as they may be amended.

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEM

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security” Ed Code § 47605 (b)(5)(K)

College and Career Preparatory Academy (CCPA) employees are employees of Orange County Department of Education (OCDE) and will continue to receive compensation and benefits for their services according to the provisions of the applicable collective bargaining agreements or OCDE policies and procedures, including but not limited to salaries, unemployment benefits, retirement benefits including STRS and PERS, health insurance, life insurance, and all other assigned compensation and benefits. As OCDE employees, CCPA’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

Certificated and non-certificated employees of the OCDE shall be compensated according to the appropriate salary schedule for their job classification. Certificated and non-certificated employees of the CCPA will participate in STRS, PERS, or Social Security depending upon each individual's eligibility. Enrollment in these programs will be monitored by the Division of Business Services of the Orange County Department of Education.

OCDE shall be the exclusive public school employer of the employees of the CCPA for the purposes of the Educational Employment Relations Act (EERA) and all other purposes.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils within the school district who choose not to attend charter schools.” Ed. Code § 47605 (b)(5)(L)

Attendance at College and Career Preparatory Academy (CCPA) is entirely voluntary on the part of the students who enroll. District of residence public schools or charter schools other than CCPA continue to be an option for these students who choose to not attend CCPA. In addition, students have the right to seek inter-district transfers from their school districts of residence to another school district in accordance with the policies and procedures of those districts.

ELEMENT 13: RIGHTS OF THE EMPLOYEE

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and any rights of return to the school district after employment at a charter school.” Ed. Code § 47605 (b)(5)(M).

College and Career Preparatory Academy (CCPA) staff will be employed by the Orange County Department of Education (OCDE) and will have all rights and responsibilities accordingly. Employees of the OCDE will be covered by existing employee agreements. Employees will earn additional years of service credit in the county office while working in CCPA. In addition, they will retain any rights to accumulated sick leave, return rights, family leave and health coverage.

ELEMENT 14: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter” Ed. Code § 47605 (b)(5)(N).

If a dispute arises between the Orange County Board of Education (OCBE), as granting entity, and College and Career Preparatory Academy (CCPA) relating to provisions of this Charter, the following procedures will be followed: The President of the OCBE and CCPA, or their respective designees, will meet to discuss the area of dispute. If the dispute is not resolved informally, the parties may, by agreement, engage the assistance of a third-party mediator to assist in resolving the dispute. Nothing herein shall interfere with the authority of the OCBE to issue a written notice of violations or initiate revocation proceedings in accordance with the provisions of Education Code Section 47607.

Internal Disputes

Issues between students, teachers, parents/caregivers, applicant families, volunteers, advisors, and other community associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The Program Administrator/Principal is responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The Orange County Associate Superintendent, or designee, of the Division of Alternative Education is the appellate body.

Except for those matters to which the Parties mutually agree, pursuant to Education Code Section 47611.5, any dispute related to provisions of CCPA which arises between College and Career Preparatory Academy (CCPA) and the Orange County Department of Education (OCDE) shall be resolved as follows:

Uniform Complaints

Complaints alleging (1) unlawful discrimination; or (2) failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements shall be investigated pursuant to the Uniform Complaint Procedures. (5 CCR Section 4600)

Employee Issues

For disputes involving employees, the Program Administrator/Principal of CCPA and the Orange County Department of Education, Associate Superintendent, Division of Alternative Education, or designee shall meet with OCDE employee representative to discuss any issue or disagreement related to one or more CCPA employees, in accordance with applicable OCDE policies and procedures and applicable collective bargaining agreements.

Other issues

In all other matters, any disagreement not resolved by the Program Administrator/Principal may be appealed to the Associate Superintendent or designee through a formal written statement. After a full discussion of any such issue with the complaining party and the Associate Superintendent or designee,

the Associate Superintendent or designee shall have ten (10) working days to render a final and binding decision setting forth the resolution of the issue.

CCPA will comply with all laws, regulations, and OCDE policies and procedures as they may be amended.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code)." Ed. Code § 47605 (b)(5)(O).

The Orange County Department of Education shall be the exclusive public school employer of the employees of the College and Career Preparatory Academy (CCPA) for the purposes of the Educational Employment Relations Act (EERA) and all other purposes.

ELEMENT 16: CLOSURE PROTOCOL

"A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." Ed. Code § 47605 (b)(5)(P)

The following procedures shall constitute the "Closure Protocol" and shall apply in the event College and Career Preparatory Academy (CCPA) ceases to be a charter school or otherwise closes for any reason.

Any decision to close CCPA as a charter school operating pursuant to this Chapter shall be documented by official action of the Orange County Department of Education (Closure Action). The action will identify the reason for closure (e.g. decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if the following occur: the Charter is revoked or non-renewed; the OCDE elects to close CCPA, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented:

1. College and Career Preparatory Academy (CCPA) will notify the authorizer of the determination of the Closure Action and the effective date of the closure as a charter school within 72 hours of the Closure Action.
2. Written notification to the home districts of the list of returning students shall be made within 72 hours of the determination of the Closure Action.
3. Written notification of the Closure Action and the effective date of closure of CCPA shall be made by CCPA to the California Department of Education and the Orange County Department of Education by registered mail within 72 hours of the Closure Action.
4. Upon closure, College and Career Preparatory Academy shall remain solely responsible for all liabilities arising from the operation of the charter school.
5. College and Career Preparatory Academy (CCPA) will ensure notification to the parents/caregivers and students of CCPA of the closure and provide information to assist parents/caregivers and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school and a process for the transfer of all student records.

CCPA will provide parents/caregivers, students, and the receiving school districts copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at CCPA, if CCPA is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. Original records of College and Career Preparatory Academy charter school students will be stored by OCDE.

6. As soon as is reasonably practical, College and Career Preparatory Academy (CCPA) will prepare final financial records. CCPA will also have an independent audit completed by an independent

auditor, approved in advance by the Orange County Board of Education (OCBE), and included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six months after closure. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by CCPA shall be the responsibility of CCPA and not OCBE or the Orange County Department of Education (OCDE). CCPA understands and acknowledges that CCPA will cover the outstanding debts or liabilities of CCPA. Any unused monies at the time of the audit will be returned to the appropriate funding source. CCPA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to OCDE or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

7. For six calendar months from the letter of the Closure Action or effective date of the closure, or until budget allows, whichever comes first, sufficient staff (as deemed appropriate by the governing board) and will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the school and student transfers.
8. The CCPA shall adopt a plan for the closure of the school in accordance with the requirements of the Schools Code.
9. In addition to the final audit, CCPA shall also submit any required year-end financial reports to the California Department of Education and OCDE in the form and timeframe required.

This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end CCPA's right to operate as a charter school, pursuant to this Charter or cause CCPA to cease operation (see Appendix 5-E): School Closure Procedures Checklist of activities in accordance with applicable law.

COUNTY IMPACT STATEMENT

“The County Board of Education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education.” - California Education Code Section 47605.6(h)

POTENTIAL CIVIL LIABILITY EFFECTS

College and Career Preparatory Academy (CCPA) shall work diligently to assist the Orange County Board of Education (OCBE) and Orange County Department of Education (OCDE) in meeting any and all oversight obligations under the law, including, for example, monthly meetings, reporting, or other county-requested protocol to ensure the county shall not be liable for the operation of the charter school.

The chartering entity, Orange County Board of Education and/or Orange County Department of Education have no obligation for liability or debts of College and Career Preparatory Academy.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, College and Career Preparatory Academy (CCPA) does hereby agree, at its own expense, to indemnify, defend and hold harmless Orange County Board of Education and Orange County Department of Education and their members, officers, directors, agents, representatives, employees and volunteers (collectively, the “County”) from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement.

CCPA further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the County from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or related to acts or omission of acts committed by CCPA, its officers, directors, employees or volunteers. Moreover, CCPA agrees to indemnify and hold harmless the County for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

CCPA will purchase general liability insurance, Board Members and Officer’s insurance, and fidelity bonding to secure against financial risks.

ASSURANCES

It is hereby assured that the information submitted in this application for a Charter for College and Career Preparatory Academy (CCPA) with offices located throughout Orange County and other locations to be determined, is true to the best of our knowledge and belief; also assured is that this application does not constitute the conversion of a private school to the status of a public charter school; and it is further understood that if awarded a Charter, the school:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other statewide standards authorized in statute or student assessments applicable to students in non-Charter public schools. [Education Code Section 47605(c)(1)]
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 commencing with Section 3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Education Code Section 47605(b)(5)(O)]
3. Will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(d)(1)]
4. Will not charge tuition. [Education Code Section 47605(d)(1)]
5. Will admit all students who wish to attend the school, and who submit timely application, unless the school receives a greater number of applications than there are spaces for students, in which case admission will be determined through a public random lottery process. [Education Code Section 47605(d)(2)(B)]
6. Will not discriminate against any student on the basis of the characteristics listed in Section 220 of the Education Code (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or association with an individual or group with such actual or perceived characteristics). [Education Code Section 47605(d)(1)]
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEIA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.
9. Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Education Code Section 47605(l)]
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will, if a student is expelled or leaves the Charter school without graduating or completing the school year for any reason, notify the superintendent of the school district of the student's last known address within 30 days, and will, upon request, provide that school district with a copy of

- the cumulative record of the pupil, including a transcript of grades or report cards and health information. [Education Code Section 47605(d)(3)]
12. Will maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Education Code Section 47605.6(d)]
 13. Will, on a regular basis, consult with its parents and teachers regarding the Charter school's educational programs. [Education Code Section 47605©(2)]
 14. Will comply with any jurisdictional limitations to locations of its facilities. [Education Code Section 47606.1]
 15. Will comply with the California Building Standards Code of Title 24 of the California Code of Regulations, as adopted and enforced by the local building enforcement agency with jurisdiction, unless exempt under Education Code Section 47610.5. [Education Code Sections 47610, 47610.5]
 16. Will comply with all laws establishing the minimum and maximum age for public school enrollment. [Education Code Sections 47612(b), 47610]
 17. Will comply with the provisions of the Ralph M. Brown Act. [Government Code Section 54950 et seq.]
 18. Will comply with the provisions of the Political Reform Act [Government Code Section 81000 et seq.] and implementing regulations. [2 California Code of Regulations Section 18110 et seq.]
 19. Will comply with the provisions of the California Public Records Act [Government Code Section 6252 et seq.]
 20. Will comply with the Family Educational Rights and Privacy Act. [20 U.S.C. 1232g]
 21. Will follow any and all other federal, state, and local laws and regulations that pertain to the operation of the charter school.
 22. Will not admit any student who is concurrently enrolled in a private school that charges the pupil's family for tuition. [Education Code Section 47602(b)]
 23. Will uphold that a pupil cannot be required to attend a charter school. [Education Code Section 47602(b)]

LEAD PETITIONER SIGNATURE

Date

APPENDICES

APPENDIX 1-A: Board Policy and Master Agreement for Independent Study.....TAB 1

APPENDIX 2-B: Financial Plans and Budget.....TAB 2

APPENDIX 3-C: Textbooks / Instructional Materials.....TAB 3

APPENDIX 4-D: Individualized Education Career Service Plan.....TAB 4

APPENDIX 5-E: School Closure Sample Procedural Checklist.....TAB 5

APPENDIX 6-F: Petition for the Establishment of the CCPA Charter.....TAB 6

APPENDIX 7-G: Local Control Accountability Plan (LCAP).....TAB 7

APPENDIX 8-H: Letters of Intent.....TAB 8