

**College and Career Preparatory Academy  
Orange County Department of Education**

**Petition for Material Revision**

**Submitted Friday, April 4, 2025**

## **COLLEGE AND CAREER PREPARATORY ACADEMY 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 services. 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**

College and Career Preparatory Academy (CCPA) was established to provide instructional services for at-promise youth and students who have left high school without graduating for any reason. CCPA offers educational services that benefit its target population and supports 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.” The State Legislature also intended for charter schools 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, historically 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.

To this end, CCPA endeavors to educate a broad range of students from geographically diverse areas throughout Orange County. The target population is best served by CCPA 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.

Local communities benefit from an educational choice that reengages students who have dropped out of school and struggle to find jobs or access educational options because of life challenges that have become barriers to meaningful community connections. In partnership with workforce providers, CCPA students have the opportunity to participate in job training and apprenticeship programs while completing the requirements for their high school diploma. Our students are behind in credits, have dropped out of school, aged out of available alternative education options, have been unable to navigate the adult school or community college system or have childcare responsibilities that have become a barrier to completing high school and finding and sustaining employment. Many of our students also 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, and clothing, leaving little time to reengage in education pathways.

Our adult students often cannot attend a typical adult education program that requires attendance 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-promise students. CCPA’s focus on using career pathways with a combination of high-quality learning opportunities, a rigorous learning environment, interagency collaborations and partnerships with workforce focused providers, contribute to the success of the program.

Local community college districts recognize the challenges to recruit and maintain at-promise students’ participation in their high school diploma programs. Often there has been an interruption in the development of the knowledge, skills, attitude, and behaviors needed to embrace the pathway to college and career success. These students need a bridge or “on-ramp” program to reengage in school and improve academic

achievement, career readiness and social skills. Students need coaching and mentoring from stakeholders 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 21<sup>st</sup> century. This Orange County Department of Education (OCDE)<sup>1</sup>-affiliated 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 15 required elements to be included in a charter petition. The charter provides evidence that CCPA meets all requirements set forth in the Charter Schools Act of 1992 and will continue to 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 non-profit 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.

CCPA was established in 2015 as an affiliated charter school of OCDE. CCPA provides instructional services for those students ages 16-25, as described in this charter and offers educational services that benefit its target population. CCPA operates as 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, designed and executed with purpose, meaning, and application beyond the academic setting, accelerate learning for at-promise students to move forward into college and career training opportunities.

---

<sup>1</sup> The Orange County Department of Education refers to the Orange County Superintendent of Schools.

**CCPA WILL OPERATE GEOGRAPHICALLY THROUGHOUT ORANGE COUNTY, AT THE FOLLOWING OCDE LOCATIONS UNDER ONE CDS CODE AS PART OF A SINGLE SCHOOL WITH MULTIPLE LOCATIONS:**

**CURRENT SITES:**

**ANAHEIM: 1169 N. EUCLID STREET, ANAHEIM, CA 92801**

**17TH & ROSS: 509 W. 17TH STREET, SANTA ANA, CA 92706**

**SAN JUAN: 31894 PLAZA DR., SUITE A1, SAN JUAN CAPISTRANO, CA 92675**

**HARBOR LEARNING CENTER-SOUTH: 15872 S. HARBOR BLVD., FOUNTAIN VALLEY, CA 92708**

**MISSION VIEJO: 23436 MADERO, SUITE 100B, MISSION VIEJO, CA 92691**

**CA JOB CHALLENGE PROGRAM: 4022 SARATOGA AVENUE, BLDG. 55, LOS ALAMITOS, CA 90720**

**ALL ACCESS SCHOOL SITES MAY BE USED FOR PURPOSES OF CCPA. (APPENDIX 8)**



## **ELEMENT A: 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 21<sup>st</sup> 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 section 47605(b)(5)(A) (i)*

### **VISION**

CCPA inspires students to fulfill their academic, career, and personal goals. CCPA students 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**

CCPA reduces the dropout rate, and assists every student to accelerate transition to postsecondary education and training through the development of an Individualized Education Career Service Plan (IECSP). The IECSP emphasizes 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.

CCPA operates as a charter school under the authority of OCDE, as a unique public school designed to:

- Provide students with expanded choices in the types of educational opportunities 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
- 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.
- Provide individualized instruction through student-tailored, standards-based curriculum.
- Develop life-long learners who are self-motivated.
- Assist students in achieving a high school diploma.

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

## **EDUCATIONAL PHILOSOPHY**

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 on real life applications and presented in one-on-one or small group settings, and the subject matter is appropriate, relevant, and intellectually challenging. These conditions are met in a variety of educational settings based on individual needs of the students.

CCPA implements a Multi-Tiered Systems of Support (MTSS) that uses data to help match academic and

social-emotional services to support all students. Research has shown that when a school uses an MTSS model all students achieve better academic and social-emotional outcomes. Tiered intervention matrices are created with the mindset that all students can be college and career ready. We feel that our commitment to MTSS provides a broad-based school improvement process that increases collaboration and supports the program in meeting the needs of all 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 through partnerships with community-based organizations 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.
- CCPA's combination of high-quality learning opportunities and rigorous learning environments contribute to the efficacy of the program.

## **STUDENTS SERVED**

OCDE established CCPA, a charter school specifically designed to address the academic and career readiness needs of students 16 through 25, who are at risk of not completing high school. These students are at risk for reasons including:

- Student is behind in credits and not reasonably able to complete graduation requirements in time to graduate from high school by the end of the student's fourth year of high school
- Student is a high school dropout age or has aged-out of attending a traditional high school
- Student is not functioning well in or able to attend an adult education high school program
- Student needs a flexible schedule due to work/employment
- Student may have childcare responsibilities preventing attendance at a traditional high school

**CCPA serves pupils 16 through 25 who are** enrolled in a program that provides instruction exclusively in partnership with 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 satisfies this requirement through local workforce agencies.

## **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 a certificated counselor holding a Pupil Personnel Services credential working directly with the supervising teacher in meeting the goals of the Individualized Education Career Service Plan (IECSP) of the student. The counselor supports the teacher in providing academic counseling information and assistance. Counseling will include assistance with the IECSP, transcript review, career readiness, work experience and post-secondary options. The counselor and Student Records Technician (SRT) will liaison with workforce providers and community colleges in coordinating participation in local WIOA-funded agency programs and dual/concurrent enrollment in college classes. These partnerships will be established by administrative staff.

Group or individual student counseling will be available through professionals from outside agencies, including WIOA partners, to address anger management or other social/emotional/behavioral counseling needs.

### **Assessment**

CCPA will administer an initial diagnostic assessment to evaluate baseline skills in literacy and math, along with career preparedness assessments. Throughout the year, academic assessments will be administered with the purpose of identifying student needs, interventions and growth areas in targeted academic curricular standards. CCPA staff will work as a team based on the Professional Learning Communities concept to regularly monitor student achievement data and make adjustments to provide extra support for struggling students. Career exploration assessments or competency-based assessments such as KUDER will be utilized to develop the IECSP. CCPA students will also participate in the California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), and the English Language Proficiency Assessments for California (ELPAC) assessment systems, as applicable and mandated.

### **Parent Participation**

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

- Parents/caregivers will be invited to participate in the development of their child's IECSP, which includes academic, career readiness and workforce development and transition goals. At this meeting, parent/caregivers or adult students will be informed about the eligibility of courses to meet college entrance requirements.
- Annually, in July, adult students or parents/caregivers are consulted regarding the student's progress toward their IECSP and will be required to sign a new Master Agreement.

### **High School Graduation Requirements**

To earn a high school diploma, students must complete the required coursework and earn the necessary credits based on their age:

- Students 18 years old or younger must earn 220 credits.
- Students 19 years old or older must earn 155 credits.

As an independent study program, CCPA informs students about their graduation requirements through their individualized Independent Study Master Agreement. Upon turning 19 while enrolled at CCPA, a student will transition from the 220-credit pathway to the 155-credit pathway. This change will be documented in a new Master Agreement, signed by all required parties.

Students earn credits for successfully completed courses, which are transferable to other accredited adult education and high school diploma programs.

Graduation eligibility requires passing all state-mandated and locally required courses as outlined in CCPA's governing charter:

**Required Courses:**

- **English:** 40 credits
- **Mathematics:** 20 credits (including Algebra I or its equivalent)
- **Social Science:** 30 credits, including:
  - World History/Culture/Geography
  - United States History
  - One-semester course in Economics
  - One-semester course in American Government and Civics
- **Science:** 20 credits (including biological and physical sciences)
- **Health:** 5 credits
- **Fine Arts, CTE, or World Language:** 10 credits
- **Physical Education:** 20 credits
- **Electives:** 10 credits

**Elective Credit Options:** Elective credits may be earned through the following options:

- Service to Community projects
- Work experience
- Courses through Regional Occupational Programs (ROP) or Career Technical Education (CTE)
- Credit earned at a post-secondary institution
- Intervention courses in reading and math

Elective credits are awarded based on participation hours.

**WASC Accreditation**

On November 1, 2016, CCPA hosted its initial WASC visit and in February 2017 received an Initial Accreditation Status for three years through June 30, 2020. CCPA WASC accreditation was renewed for 6 years in June of 2020. LCAP goals and actions were designed to meet the WASC Action Plan's goals and recommended identified critical areas of follow-up. CCPA administration views the action plan as a living document that is revised and updated annually based on data and stakeholder input and coincides with the annual goals and actions of the LCAP.

**Standardized Testing**

CCPA agrees 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 OCDE's 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**

CCPA will use OCDE's 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. CCPA will adhere to the provisions of the Individuals with Disabilities Education Improvement Act (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. 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, Office for Civil Rights or California Department of Education (CDE) for students enrolled in CCPA. CCPA will follow OCDE's Alternative Education's Special Education policies and procedures, including using OCDE forms to develop, maintain, and review assessments and Individualized Education Plans (IEP) in the format required by OCDE and will enter accurate IEP data into OCDE's designated data system. CCPA will maintain copies of assessments and IEP materials for OCDE review. CCPA will submit to OCDE all required reports, 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 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 OCDE 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 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.

### **Curriculum and Instructional Design**

The educational program at CCPA offers academic and vocational experiences that will reconnect students to learning and improve their employability and success in a post-secondary school. Instruction will take place through an Independent Study model using strategies designed to provide one-on-one and small group instruction through student-tailored, standards-based, California state curriculum.

### **Expected Schoolwide Learner Outcomes**

CCPA's program is based on the following Expected Schoolwide Learner Outcomes:

**Communication and Collaboration** – our students shall:

- communicate accurately and clearly through speaking, listening, writing and 21st century technology skills
- collaborate with CCPA staff, students, and community partners to achieve academic and personal goals

**Critical Thinkers** – our students shall:

- analyze, synthesize and evaluate information to formulate an opinion or solution in independent and/or group settings
- search for appropriate solutions for difficult problems
- reach conclusions logically based on sufficient evidence

**Preparedness for College, Career, and Life** – our students shall:

- obtain the academic skills to be college, career, and life ready
- acquire the technology skills to be successful in the 21st century
- persevere by identifying, evaluating, and determining possible solutions to problems in order to overcome obstacles to complete their Individualized Education Career Service Plan

**Advocate for Self** – our students shall:

- become self-directed learners
- assess personal and academic strengths and interests to set achievable goals
- take advantage of opportunities offered through their community
- become empowered in their education and life

**Standards-based Core Curriculum**

All students receive instruction in the California State Content Standards with curriculum in English Language Arts (ELA), including English Language Development (ELD), mathematics, history/social sciences, science, visual and performing arts, and physical education. Students 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 receive ELD instruction and are appropriately placed in grade level core or intervention courses in math, ELA and ELD 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 are chosen from state standards-aligned/California approved textbooks. (See Appendix 3)

**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: 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. The Master Agreement and Course Contracts for each student shall include:

- The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic 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. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- 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 school year
- 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.
- A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- 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 student, the student's parent, legal guardian, or caregiver, if the student 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 the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable.

### **Master Agreements and Schedule**

CCPA teachers use a variety of strategies and interventions appropriate for the students' instructional level. The Master Agreement and course contracts (See Appendix 1) ensure curriculum pacing and appropriate use of instructional time to implement a standards-based core curriculum. CCPA will maintain the same calendar as the Alternative Education Community School program. Students in CCPA need access to as many school days as possible to maximize opportunities for credit recovery and accelerated learning. The blended learning model meets the needs of our students and offers an opportunity for students to utilize technology to move more quickly to complete coursework 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 are assessed to determine their individual levels of proficiency in reading and math. Results of the assessment are used to determine course placement, interventions and instructional

levels that best meet the student's current academic level needs. Weekly meetings are held to assist students needing intervention in reading and mathematics.

CCPA staff 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 meets the state learning standards and instruction focuses on actively engaging students in learning experiences.

### **Career Technical Education Training**

Established workforce partners provide work experience, job shadowing, internship programs and career education training opportunities to engage students in the application of learned skills and knowledge. Following a career inventory assessment, students either meet with a counselor, academic support assistant or project liaison who reviews the assessment results and provides additional work experience and internship opportunities that parallels the career interests of students and enhances academic and career technical skill development.

CCPA students, through their Individualized Education Career Service Plan (IECSP), are given a voice in their academic plan. Many career and technical electives are offered online through an online curriculum that supports diverse learning pathways. Students have the opportunity to explore various career fields through a range of diverse electives from multiple industries, allowing them to gain foundational knowledge and skills relevant to their career interests.

In addition to these elective courses, students have the ability to attend Career Technical Education (CTE) courses through community colleges and the Alternative Education program. CCPA students have the opportunity to take CTE courses at various community school sites. .

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 seamless transitions from K-12 to post-secondary degree or 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.

### **PARTNERSHIPS**

CCPA is 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, college financial aid workshops, and community service opportunities.

- Coast Community College District
- Rancho Santiago Community College District
- North Orange County Community College District
- South Orange County Community College District
- Orange Coast Community College District
- Orange County Probation Department

- Orange County Sheriff's Department
  - Orange County Health Care Agency
  - Taller San Jose Hopebuilders
  - Knowledge 2 Careers (K2C)
  - OC Children's Therapeutic Art Center
  - Orange County Conservation Corps
  - Orange County Asian and Pacific Islander Community Alliance (OCAPICA)
  - Orange County One Stop
  - Orangewood Children's Foundation
  - Project Kinship
- 
- Santa Ana College Community Services
  - Santa Ana Work Center
  - CA Job Challenge California National Guard
  - Goodwill Industries
  - Underground Grit
  - City of La Habra, Ready S.E.T. OC

## **PROGRAM ORIENTATION**

Enrollment in CCPA is voluntary and prospective students may be provided with an orientation to the CCPA instructional program, policies and procedures prior to a decision to participate. Students are given an academic assessment to determine basic skills levels and strategies and interventions to support working in an independent study model of instructional delivery.

Students 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 our adult students, parent/caregiver participation is not required, but is encouraged, and will require student consent.

## **BEHAVIOR SUPPORT**

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 to reduce barriers to learning. Staff routinely participates in professional learning communities focused on analyzing student work and collaborating on research-based instructional strategies designed to increase student learning.

Staff receives 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 on 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.

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, CCPA offers a school calendar of 242 days for all students to receive full academic services in the area of core curriculum instruction and credit recovery. This school calendar offers students a means to accelerate completion of required coursework. CCPA implements character development and leadership training to provide a consistent framework within which students are offered strategies and practices needed to increase academic success. 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 diagnostic assessments to identify present levels of reading and math skills. Students are 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 course as part of their academic schedule. Students are given opportunities to participate in online learning system for credit recovery, reading and math interventions and other academic support classes as needed.

##### **Learning and Behavioral Interventions**

Student Intervention Teams 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. As part of this approach, tiered re-engagement strategies are implemented to support students in independent study who demonstrate disengagement, such as lack of attendance or participation. These strategies include sending notification letters for missed appointments, scheduling meetings with the school team to assess barriers and provide appropriate resources and interventions, and conducting follow-up meetings to monitor student progress. 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 CCPA 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. CCPA staff and students will develop these goals as part of the student's IECSP.

#### **PLAN FOR ENGLISH LEARNERS-EQUAL OPPORTUNITY FOR SUCCESS**

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 the annual notification to students, student identification and reclassification, placement of integrated and designated ELD, program

options, and providing research-based EL and core content instruction by trained and qualified teachers.

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 qualified staff serve EL students, CCPA will recruit staff with the proper training and success with EL students including CLAD or BCLAD certification SDAIE trained or other appropriate specialized training. CCPA will provide ongoing training opportunities for staff in EL strategies.

### **English Language Performance Assessments for California**

CCPA shall comply with all applicable state and federal laws related to the education of 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 ELD courses. At the initial enrollment conference, the Home Language Survey is administered to identify ELs and their ELPAC proficiency levels.

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

### **Reclassification Procedures**

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

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

CCPA notifies students of its responsibility for ELPAC testing under Every Student Succeeds Act (ESSA) for annual English proficiency testing. ELPAC results are given to students within 30 days of receiving results from the publisher.

ELs at CCPA learn English and discipline-specific language necessary for college and career success. The goals of the 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 EL students.
- 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.
- 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.

ELs develop their English language ability through the use of state-adopted materials. The needs of ELs are 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 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 ELs full access to a rigorous curriculum is accomplished through a variety of strategies, guided by research-based principles for teaching EL students, including:

- Use of non-verbal cues, graphic organizers, hands-on learning, and cooperative/peer tutoring.
- Use of cooperative learning, 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.
- Language Experience (Dictated Stories)
- Scaffolding and activating prior knowledge.



## **PLAN FOR SPECIAL EDUCATION**

CCPA shall assure that FAPE is provided for all children with disabilities attending CCPA in accordance with 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 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. Students beyond the age of eligibility (ages 22-25 or not identified prior to his or her 19<sup>th</sup> birthday) who are no longer eligible for special education or related services under the IDEA, as described under Education Code section 56026, may continue to have equitable access to CCPA. CCPA shall assume responsibility and compliance with Section 504 of the American with Disabilities Act (ADA).

### **College and Career Preparatory Academy Responsibilities**

CCPA will deliver required and appropriate special education services through OCDE's Alternative Education Program to students enrolled in CCPA. These services shall include:

- Child Find
- Initial, annual, and triennial evaluations
- IEP development
- Service delivery for all provisions as delineated on student IEPs. OCDE's Alternative Education 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/Special Education Local Plan Area (SELPA) permits in accordance with County SELPA policies and procedures
- Submission of all required filings, etc. to fully comply with the SELPA and CDE requirements

### **Provisions for and Compliance of Special Education Services Referral**

CCPA will refer to the Student Intervention Team (SIT) 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
- 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 SIT referral to ensure appropriate recommendations for each student are made (i.e., work samples, cumulative record review, CAASPP results and health history). At all SIT 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 interventions that are more restrictive are not warranted. If progress is not noted, the SIT may refer the student to more intensive research-based curricular strategies or for special education assessments.

### **Special Education Programs and Services**

When a student with an identified disability is referred to CCPA by a Local Education Agency (LEA), the LEA representative must consult with a representative from CCPA, if this program may be considered as a placement option by the IEP team. A representative from CCPA must attend 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 CCPA. 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 Designated Instructional Service (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 CAASP.
- 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.
- IECSPs 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/Alternative Education Special Education Unit to provide appropriate special education services.
- Providing, on a case-by-case basis pursuant to federal law, the use of school-purchased assistive technology devices in a student's home or in other settings if the student's individualized education program team determines that the student needs access to those devices in order to receive a free appropriate public education. CCPA will be responsible for providing an individual with exceptional needs who requires the use of an assistive technology device with continued access to that device, or to a comparable device when that individual, due to enrollment in another local educational agency, ceases to be enrolled in that local educational agency. This responsibility shall be in force until alternative arrangements for providing the individual with exceptional needs with continuous access to the assistive technology device, or to a comparable device, can be made or until 2 months have elapsed from the date that the individual ceased to be enrolled in CCPA, whichever occurs first.

### **Interim Placement and IEP Development**

CCPA will adhere to the legal mandates outlined in 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/Alternative Education 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 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 is their general education counterparts.

### **Initial and Triennial Assessments**

When students are referred for an initial evaluation 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 OCDE/Alternative Education web-based Special Education Information System (SEIS) to complete all IEPs 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 SIT 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 ensure 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 appropriately credentialed teachers and staff. Special education services will supplement general education and will not supplant other sources of federal, state, and local funds apportioned for 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 CAASPP 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 services are as outlined on their IEP. If a special education student misses two sessions within a month, CCPA will contact the student and/or the family. If three consecutive special education meetings with a provider are missed, an IEP meeting will be called to ensure the CCPA personalized learning model remains an appropriate placement for the student and to discuss steps the IEP team will take to 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 student/parent 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, CCPA and OCDE's Director of Special Education will be notified and the regular discipline procedures will apply.

### **Maintenance of Special Education Records**

CCPA shall verify that OCDE's Alternative Education 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. 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 CCPA.

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

OCDE, 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 CCPA. CCPA shall address the parent/caregiver/adult student concerns. CCPA will address, respond to, investigate, and take all necessary action to respond and attend to all complaints involving special education and IDEIA compliance.

## **ELEMENT B: 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 section 47605(b)(5)(B)

### **MEASURABLE STUDENT OUTCOMES**

A comprehensive assessment system focuses on student performance as the key component to demonstrate student success and competency using multiple assessment measures. CCPA administers the mandated state assessments. CCPA uses statewide performance standards as required by Education Code Sections 60602, et seq. CCPA conducts 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 schools, both within the county and across the state. To ensure that students are achieving proficiency in state grade level content standards, CCPA:

- Fully implements California State Board of Education adopted standards-aligned instructional materials in ELA, ELD, mathematics, history-social sciences, and science along with targeted interventions.
- Aligns the course of study with state grade level California State Standards.
- Trains teachers and school administration on materials-based (ELA/ELD and math adoptions) and research-based strategies.
- Implements and monitors classroom curriculum and instruction to focus on standards-based instruction and research-based instructional strategies.
- Provides 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.

- Evaluates student progress in ELA and mathematics utilizing diagnostic assessment tools and intervention strategies as defined in MTSS matrices.
- Increases student attendance through reducing barriers by utilizing community resources, blended learning or online-based curriculum models, and web-conferencing student appointments.
- Increases the graduation rate each year.
- Increases student participation in work-based learning experiences.

## MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES

CCPA will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in CA Education Code 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in CA Education Code 52060(d). CCPA is committed to ensuring that all students, including numerically significant subgroups, demonstrate academic progress, attendance improvements, and college/career readiness in alignment with California Education Code 52052 and 52060(d).

CCPA's measurable pupil outcomes include:

- **Chronic Absenteeism Reduction** – Decrease by 3% annually through attendance tracking and intervention records within the Multi-Tiered System of Supports (MTSS).
- **Graduation Rate Increase** – Increase by 1% annually through cohort graduation rates and completion of college/career readiness indicators.
- **ELA & Math Proficiency Growth** – Increase by 3% annually through CAASPP (SBAC) assessments, diagnostic assessments, and course completion data.
- **English Learner Progress:**
  - **ELPAC Growth** – Ensure all ELs advance at least one level annually through ELPAC summative assessments and progress monitoring.
  - **Reclassification Rate Increase** – Increase by 1% annually through RFEP reclassification rates based on state criteria.

## Assessment and Intervention Strategies

Upon enrollment, all students are administered diagnostic assessments in ELA and Mathematics to determine baseline proficiency levels and identify specific areas of need. Ongoing assessments occur at regular intervals to monitor progress and guide individualized interventions.

CCPA utilizes a structured, data-driven approach to improve student performance:

- **MTSS Framework** – Provides targeted academic interventions, social-emotional supports, and behavioral strategies at Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive intervention) levels.
- **Academic Support** – Differentiated instruction, credit recovery options, one-on-one tutoring, and additional instructional support for students requiring interventions.

- **Resource Support** – Provides students with access to individualized resources, including instructional materials, technology, and community-based supports to enhance learning and remove barriers to success.
- **Tiered Re-engagement Strategies** – Student Intervention Team (SIT) meetings, parent outreach, progress monitoring meetings, and personalized academic planning to re-engage students demonstrating disengagement.
- **ELD Curriculum & Support** – Designated and Integrated English Language Development (ELD) instruction, specialized EL curriculum, scaffolded lessons, and language acquisition programs.

### Performance Targets (School Years 2024–2025 through 2028–2029) – Subgroup Breakdown

- **All Students:**
  - Chronic Absenteeism Reduction – Decrease by 3% annually.
  - Graduation Rate Increase – Increase by 1% annually.
  - ELA & Math Proficiency Increase – Increase by 3% annually.
- **English Learners (ELs):**
  - Chronic Absenteeism Reduction – Decrease by 3% annually.
  - ELA & Math Proficiency Increase – Increase by 3% annually.
  - Reclassification Rate Increase – Increase by 1% annually.
  - ELPAC Growth – Advance at least one level annually.
- **Hispanic Students:**
  - Chronic Absenteeism Reduction – Decrease by 3% annually.
  - ELA & Math Proficiency Increase – Increase by 3% annually.
- **Students with Disabilities (SWD):**
  - Chronic Absenteeism Reduction – Decrease by 3% annually.
  - ELA & Math Proficiency Increase – Increase by 3% annually.
- **Socioeconomically Disadvantaged (SED) Students:**
  - Chronic Absenteeism Reduction – Decrease by 3% annually.
  - ELA & Math Proficiency Increase – Increase by 3% annually.

### Data Utilization and Progress Monitoring

The measurable pupil outcomes outlined above ensure that all students and subgroups demonstrate progress toward academic proficiency, attendance, and post-secondary success. These targets align with California’s Eight State Priorities, providing a data-driven framework for monitoring student achievement.

CCPA will assess student performance using:

- **CAASPP (SBAC) ELA & Math assessments** – Tracks proficiency gains and instructional effectiveness.
- **ELPAC assessments** – Measures English Learner progress and reclassification readiness.
- **Diagnostic assessments** – Administered at enrollment and at regular intervals to inform instruction and targeted interventions.
- **Chronic absenteeism and graduation rates** – Tracked through student information systems.

The following chart details CCPA’s goals as of this renewal submission, for all pupils, including statistically significant subgroups, for each of the eight state priorities, including specific annual actions the school will take to achieve each of the identified annual goals. As required under the CA Education Code, CCPA’s stakeholders will engage in a collaborative process each year to update and prepare an annual LCAP as a basis for prioritizing allocation of funds. The following is intended to be illustrative of



the goals and actions we anticipate at this point in time.

TEACHER ASSIGNMENTS AND CREDENTIALING State Priority #1: Basic Services (Conditions of Learning)						
Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> 100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.  <b>Method for Measuring:</b> Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Teachers who are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing and will be appropriately assigned as required by law and the charter.	All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; College and Career Preparatory Academy Charter administration will annually review credential status.	100%	100%	100%	100%	100%
Students will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition.	All instructional materials purchased will be aligned to CA state standards and aligned with our charter petition. Purchase of all instructional materials will be appropriately included in the school budget.	100%	100%	100%	100%	100%



FACILITIES MAINTENANCE State Priority #1: Basic Services (Conditions of Learning)						
Annual Goals	Specific Annual Actions	<p><b>Measurable Outcomes:</b> Annually, 90% of all items on the Facility Inspection Tool (FIT) checklist are compliant. 90% of quarterly Facility Inspection Tool (FIT) checklists are compliant/good standing. 90% of the monthly Safety Report/Good Repair inspection checklists are compliant, and 100% of identified Required Corrections of a minor nature will be corrected within three months. If it is urgent or a safety related correction, it will be corrected immediately.</p> <p><b>Method for Measuring:</b> Monthly site inspection documents (Safety Report/Good Repair) prepared by Charter Principal, or their authorized designee, and site administrator; Annual and Quarterly Facility Inspection Tool reports.</p>				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Maintain a clean and safe school facility	Bi-weekly cleaning by contracted custodial services staff will maintain site cleanliness; cleanliness spot checks will be performed by site liaisons. Screening for safety hazards will be done through annual and quarterly facilities inspections by the Facility / Operations maintenance staff (reported on the Facility Inspection Tool) along with monthly facility inspections (documented in the Safety Report/Good Repair).	90%/ 90%/ 100%	90%/ 90%/ 100%	90%/ 90%/ 100%	90%/ 90%/ 100%	90%/ 90%/ 100%

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS (Conditions of Learning)  
State Priority #2

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Annually, 100% of teachers will participate in Professional Development and trainings in California State Standards.  <b>Method for Measuring:</b> Professional Development calendar, agendas and sign-in sheets will serve as evidence of participation by teachers in professional development activities.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Teachers will participate in annual and ongoing professional development on the implementation of CA State Standards.	Identify and develop an annual calendar of monthly staff development and training opportunities for teachers and instructional support staff to participate in focused trainings on implementing, teaching and learning the California State Standards.	100%	100%	100%	100%	100%

FAMILY INVOLVEMENT (Engagement)  
State Priority #3

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Number of parents/families participating at school events, number of parent letters sent out annually, number of parents/families completing surveys.  <b>Method for Measuring:</b> School Advisory Committee agendas minutes and sign-in sheets; parent/family events agenda's and sign-in sheets; surveys.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Maintain opportunities for parent/family representation at CCPA school events.	Increase communication and collaboration within the community including,	Establish baseline	Increase by 5% of baseline	Increase by 5% of previous year	Increase by 5% of previous year	Increase by 5% of previous year

	parents/families of CCPA students, by sending out parent welcome letters to new students, notifying parents/families of the option to attend School Advisory Committee meetings or attend live-stream online, DELAC and ELAC meetings, open houses, financial aid workshops, college tours, and career and job fairs. CCPA will continue to gather feedback through annual surveys.					
--	---	--	--	--	--	--

STATEWIDE ASSESSMENTS  
State Priority #4: Student Achievement (Pupil Outcomes)

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Annually, 100% of teachers will participate in Professional Development and trainings in CA State Standards. 100% of students will gain academic content knowledge through the implementation of the CA State Standards as measured by internal benchmarks and state testing.  <b>Method for Measuring:</b> Professional Development calendar, agendas and sign-in sheets will serve as evidence of participation by teachers in professional development activities. Master Agreements; Course Contracts; teacher assignment sheets; student rosters.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Teachers will participate in annual and ongoing	All students will gain academic content knowledge through	100%	100%	100%	100%	100%

professional development on the implementation of CA State Standards. All students will gain academic content knowledge through the implementation of the CA State Standards.	the implementation of the CA State Standards. EL students will participate in English Language Arts/Literacy instruction with appropriate instructional support and intervention as needed utilizing diagnostic assessment and intervention tool.					
---	---	--	--	--	--	--

ENGLISH LEARNER ADEQUATE PROGRESS RATE  
State Priority #4: Student Achievement (Pupil Outcomes)

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> 90% of EL students will meet their performance level growth goal in their IECSP.  <b>Method for Measuring:</b> ELPAC results.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
EL students will advance at least one performance level per the ELPAC each academic year.	Students will take a diagnostic assessment as part of the program. Students receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of EL curriculum; ELD instructional strategies; extended day instruction and more intensive	Advance one performance level on ELPAC	Advance one performance level on ELPAC	Advance one performance level on ELPAC	Advance one performance level on ELPAC	Advance one performance level on ELPAC

	intervention as needed based on diagnostic assessment.					
--	--	--	--	--	--	--

**SCHOOL ATTENDANCE RATE**  
State Priority #5: Student Engagement (Engagement)

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> ADA will increase 10% each year.  <b>Method for Measuring:</b> Monthly, Quarterly, and Annual ADA reports.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
School will maintain a consistent Average Daily Attendance (ADA) rate.	School will provide a safe, nurturing and engaging learning environment for all its students and families, inclusive of all of the various subgroups enrolled. Periodic attendance updates to students reminding them of the importance of in-school attendance as the primary way of learning and success.	Establish Baseline	Increase 10% from baseline	Increase 10% from previous year	Increase 10% from previous year	Increase 10% from previous year

**CHRONIC ABSENTEEISM RATE**  
State Priority #5: Student Engagement (Engagement)

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> 70% of students will achieve an attendance rate of 90%  <b>Method for Measuring:</b> Annual and Monthly absence reports from the student information system (Aeries).
--------------	-------------------------	---

		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Students will have a minimum number of absences in any school year	Students will be informed of attendance policies as specified in the CCPA Student Handbook which is given to students upon enrollment.	Establish Baseline	Increase 5% from baseline	Increase 5% from previous year	Increase 5% from previous year	Increase 5% from previous year

DROPOUT RATE State Priority #5: Student Engagement (Engagement)						
Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Reduce drop-out rate by 5% each year.  <b>Method for Measuring:</b> Number of students withdrawn from program based on AERIES reports.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
School will retain students and promote adequate progress toward Graduation, HiSet, or other academic and career goals noted in the student's IECSP.	CCPA will offer an academically engaging program, have a culture of high expectations and support, and a nurturing environment that is conducive to learning.	Establish Baseline	Decrease 5% from baseline	Decrease 5% from previous year	Decrease 5% from previous year	Decrease 5% from previous year

STUDENT SUSPENSION RATE State Priority #6: School Climate (Engagement)
---

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Annually, suspensions will not exceed 1 % of all enrolled students.  <b>Method for Measuring:</b> Annual School Accountability Report Card, CALPADS Report, Aeries SIS.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
CCPA will maintain a low annual suspension rate.	Teachers will be trained in the MTSS model to use positive behavior supports and interventions for students that support their critical needs and improve academic outcomes.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.	Annually, suspensions will equal no more than 1%, or less, of all enrolled students.

STUDENT EXPULSION RATE  
State Priority #6: School Climate (Engagement)

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Annually, expulsions will not exceed 1 % of all enrolled students.  <b>Method for Measuring:</b> Annual School Accountability Report Card, CALPADS Report, Eagle/Aeries SIS.				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
CCPA will maintain a low annual expulsion rate.	Teachers will be trained in the MTSS model to use positive behavior supports and interventions for students that support their critical needs and improve academic outcomes.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.	Annually, expulsions will equal no more than 1%, or less, of all enrolled students.

[OTHER LOCAL MEASURE (S) OF SCHOOL CLIMATE]  
State Priority #6: School Climate (Engagement)

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> 75% of students participating in the annual LCAP survey will indicate they feel school is preparing them for college and/or career pathways.  <b>Method for Measuring:</b> Survey reports				
		2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
<p>Students and teachers will feel a sense of community and connectedness.</p> <p>Provide professional development for certificated and classified staff to expand instructional and behavioral interventions and support services to address the critical needs of students.</p>	<p>All students will gain academic content knowledge through the implementation of the CA State Standards. Students will be able to engage in a variety of activities promoting college and career readiness such as FAFSA workshops and college tours which will enhance their connectedness to CCPA. CCPA will develop and administer LCAP surveys to students, staff, stakeholders and parents/families annually.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>	<p>75 % of students surveyed will feel school is preparing them for college and/or career pathways.</p>

BROAD COURSE OF STUDY (Conditions of Learning)  
State Priority #7

Annual Goals	Specific Annual Actions	<b>Measurable Outcomes:</b> Annually, 100% of students, including all student subgroups, unduplicated students,
--------------	-------------------------	---



		<p>and students with exceptional needs, will have access to enroll in a broad course of study that includes core courses, electives, CTE, and A-G content areas available.</p> <p><b>Method for Measuring:</b> CCPA Courses of Study, Master Agreements, Course Contracts, and student transcripts.</p>				
		<b>2024-20255</b>	<b>2025-20266</b>	<b>2026-20277</b>	<b>2027-20288</b>	<b>2028-2029</b>
Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to enroll in the CCPA educational program as outlined in the charter petition.	All academic content areas will be available to all students, including student subgroups, at all grade levels.	100%	100%	100%	100%	100%

[OTHER STUDENT OUTCOMES] (Conditions of Learning)  
State Priority #8

Annual Goals	Specific Annual Actions	<p><b>Measurable Outcomes:</b> Increase of initial assessment to 90-day assessment of student scores.</p> <p><b>Method for Measuring:</b> Assessment Reports (diagnostic assessment results wherein student growth and achievement are documented).</p>				
		<b>2024-2025</b>	<b>2025-2026</b>	<b>2026-2027</b>	<b>2027-2028</b>	<b>2028-2029</b>
Will incorporate reading and math interventions to support student academic achievement utilizing diagnostic software and intervention curriculum.	Teachers receive reports with past student performance, current baseline proficiency levels based on internal benchmark assessments, and future performance expectations (aligned with students IECSP). Teachers will supplement instructional curriculum by utilizing diagnostic based on students expected performance relative to	Establish Baseline	Increase by 5% from baseline	Increase by 5% from previous year	Increase by 5% from previous year	Increase by 5% from previous year

	their current proficiency level as prescribed in the MTSS matrix.					
--	---	--	--	--	--	--

\_\_\_\_\_

## **ELEMENT C: MEASURABLE 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 section 47605(c)(1)*

### **METHODS OF ASSESSMENT**

#### **Summative Assessment**

To measure growth in student achievement, CCPA annually uses CDE evaluation tools such as the CAASPP, CAST, ELPAC and 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**

The goal at enrollment is to create an IECSP for all students. (See Appendix 2). As part of the enrollment process, students are given the diagnostic assessment, a standards-based assessment to identify current reading and math skills. Students are assessed for grade level placement in core classes required for graduation. Ongoing formative assessments measure each student's progress in mastering reading and math skills, and diagnostic is administered every 90-days to determine student growth.

#### **Use and Reporting of Data**

Academic assessments are administered at benchmarks throughout the year for assessing student needs and growth areas in targeted standards. Students are assessed regularly in reading and math skills. These assessment results are used to individualize instruction and to inform decision-making for meeting the needs of students.

---

## **ELEMENTD 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 section 47605(b)(5)(D)

As an affiliated charter school, similar to other OCDE schools and programs, CCPA is authorized by OCBE and administered and operated by OCDE. Governance at the school site level 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. OCBE 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. OCBE will retain roles and responsibilities as defined in Education Codes 1040-1047 for CCPA.

### **School Advisory Committee and Stakeholder Involvement**

To ensure involvement of our stakeholders, CCPA's School Advisory Committee elicits input from our community partners, local business executives, CCPA staff, students and parents. The School Advisory Committee represents an organizational and technical design to ensure CCPA remains a viable enterprise, with active and effective representation of interested parties supporting a successful educational program. The School Advisory Committee represents the diverse interests of the students and staff that make up the local school community.

The School Advisory Committee exists to assist, advise and provide school administration with the broad base of input to improve school and student performance and to help design, develop, and implement workforce partnerships. Representatives from a variety of stakeholders are invited to serve on the committee to provide input and guidance. These stakeholders may include Orange County business leaders, workforce development partners, CCPA classified and certificated staff, students, parents, and other community partners.

### **Role of Chartering Authority**

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

### **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 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 OCDE, CCPA shall receive support services in the same manner as other OCDE-operated 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 6 is the Local Control and Accountability Plan (LCAP) for 2019-20, 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 Every Student Succeeds 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 the Family Educational Rights and Privacy Act (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.

## **ELEMENT E : EMPLOYEE QUALIFICATIONS**

---

*"The qualifications to be met by individuals to be employed by the school." Ed. Code section 47605(b)(5)(E)*

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.

### **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. Pursuant to Education Code section 47605(f), OCDE employees are not required to be employed in the charter school.

### **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 OCDE and will have all rights and responsibilities accordingly. Employees of OCDE will be covered by existing employee agreements. Employees will earn additional years of service credit in the county office while working at 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.

## **ELEMENT F: 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 section 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 School Site Safety Plan. A site-specific Comprehensive School Safety Plan is developed, reviewed, and updated annually by March 1 for each CCPA school site, in accordance with Education Code sections 32280–32289. Each plan includes strategies to maintain a safe and orderly learning environment, emergency preparedness procedures, ingress and egress protocols, and the designation of school safety team roles and responsibilities.

CCPA shall ensure that all staff receive annual training on CCPA's health, safety, and emergency procedures. CCPA shall maintain a calendar for, and conduct, emergency response drills for students and staff in alignment with OCDE policies and best practices.

To further ensure safety and compliance, CCPA conducts monthly site safety walkthroughs at each campus. A safety report is completed for each walkthrough to verify that facilities are in good repair and that any hazards are promptly addressed. CCPA also adheres to and implements the OCDE Comprehensive School Safety Plan, which incorporates required elements such as suicide prevention (pursuant to Education Code section 215), child abuse reporting, suspension and expulsion procedures, discrimination and harassment policies, and tactical responses to criminal incidents. These measures ensure that CCPA meets all applicable provisions of Education Code section 32282(a)(2)(A)–(N) and maintains a safe, legally compliant educational environment for all students and staff.

### **Criminal Background Checks and Fingerprinting**

In order to ensure the health and safety of pupils and staff, all CCPA employees, contractors and volunteers shall adhere to Education Code section 44237 and 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, all CCPA employees, contractors and volunteers shall 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 is committed to providing a safe school environment and equal opportunity for all individuals to have equal access and opportunities in the charter school's programs and activities. Charter school programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

CCPA shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq. CCPA shall follow all provisions of the OCDE Superintendent's Policy regarding Nondiscrimination/Harassment and Bullying. (Appendix 9)

**Title IX, Section 504, and Uniform Complaint Procedures**

1. 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.



## **ELEMENT G: BALANCED ENROLLMENT**

---

*'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 Section 47605 (b)(5)(G)

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, immigration status, 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.

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 CCPA through our AB 86 membership provides information and literature regarding the high school diploma option for young adults throughout Orange County. Partnerships with local community colleges have been established and offer students the opportunity to attend workshops and tours and supported pathways to assist them with enrollment into post-secondary options.

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 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 back to the community, and are interested in reengaging in an education program or continuing services that are provided by adult education providers, while incarcerated.

Districts and OCDE's Alternative Education 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 OCDE website will be utilized to market and describe the program to the public.

## **ELEMENT H: ADMISSIONS POLICY AND PROCEDURES**

---

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

### **STUDENT ADMISSION POLICIES AND PROCEDURES**

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 minimum requirements and capacity permits. If applications exceed capacity, a public random drawing will be held to determine admission. Existing students shall be exempt from the single public random drawing. Preference shall be given to the following:

1. Siblings of students admitted to or attending CCPA who reside within Orange County
2. In-county residents
3. All other applicants

Student applicants will be admitted in order of the preferences listed in the renewal petition. If the number of applicants within a given preference category exceeds the number of spaces at CCPA, a public random lottery will be held for that preference category. When applicants in that category exceed spaces, a second public random lottery will be held. Admissions will continue in this manner through each successive preference category until all seats are filled. 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.

All application forms will be date and time stamped. It is the 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 applicant due to expired contact information.

Once notified of an available space, an applicant will have the following options:

1. Accept the available space within five 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 five business days of the offer, the school will deem the applicant to have declined the available space and remove the applicant from the wait-list.

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 Department.
3. Local workforce development providers who wish to partner with CCPA as an education option for their participants.
4. Local Business Councils throughout Orange County.

5. Local school districts that may have 18 year olds in need of an educational option.
6. 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 will be oriented regarding instructional and operational philosophies and practices of CCPA and given a summary of the student policies. Students will be required to sign, verifying receipt of the Student Handbook (see Appendix 10) indicating their agreement to maintain CCPA attendance and behavioral standards. Students will sign all documents and make all decisions related to school. However, our adult students are encouraged to include parents/caregivers in school activities and home/school communication, to build positive family and community relationships.

- Mandatory parental volunteer hours are not required for admission or continued enrollment.
- Admission to CCPA shall be on a voluntary basis.

### **Step 1: Application**

Students interested in attending CCPA may apply online or in-person. All students who meet the minimum eligible criteria will be granted admission if capacity permits. Minimum eligibility criteria for attending CCPA includes: (1) Pupil is aged 16 through 25 and (2) Referred by any of the following Workforce Partners: (a) the federal Workforce Innovation Opportunity Act of 2014 (WIOA); (b) federally-affiliated Youth Build programs; (c) the federal job corps training or instruction provided pursuant to a memorandum of understanding with the federal provider; or (d) the California Conservation Corps or local conservation corps certified by the California Conservation Corps pursuant to law.

- CCPA is available to assist students who are seeking a referral from Workforce Partners by scheduling an appointment with a collaborative partner to support student's job readiness and career interests. Students will need to complete and submit a waiver to CCPA.
- As part of their qualification process, WIOA typically requests the following documents:
  - Right to Work
  - California Driver's License
  - California Identification Card
  - Social Security Number

### **Step 2: Enrollment**

After being admitted, student will complete a CCPA enrollment package, complete a career inventory assessment and provide transcripts.

Registration Appointment: Students will meet with the Student Records Technician (SRT) and school counselor to complete the Individualized Education Career Service Plan (IECSP) to learn about the student's motivation to return to school and to analyze each student's current academic skill level, career interests,

determine appropriate interventions and develop a plan tailored to reach individual post-secondary goals.

The SRT will request official transcripts for all students following the registration appointment.

**Admissions Process for Special Education or Section 504 students**

Once a student has completed enrollment, the SRT will request special education or section 504 records and provide it to the special education administrator. 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.

Individuals with exceptional needs shall not participate in independent study, unless his or her individualized education program specifically provides for that participation.

## **ELEMENT I: ANNUAL FINANCIAL AUDITS**

---

*‘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 section 47605 (b)(5)(I)

### **Financial Reporting/Annual Independent Financial Audits**

**The fiscal operations of CCPA are provided by OCDE. CCPA does not have a separate audit but is a part of the annual audit for OCDE. CCPA follows all financial policies and procedures of OCDE, including but not limited to purchasing, payroll, payment approval for goods and services, and contracts administration.**

### **Budgets**

CCPA has developed a five-year budget that supports the mission and goals proposed in this Charter (See Appendix 5). The financial plan is intended to fulfill the terms of Education Code Section 47605(h) and provide financial information about the charter school.

### **Special Education Funding**

CCPA is a member of the North Orange County SELPA and receives an apportionment in accordance with the terms of the SELPA AB 602 Allocation Plan. CCPA receives all applicable special education funds as specified in the SELPA’s Assembly Bill (AB) 602 Funding Allocation Plan. CCPA receives AB 602 Growth Rate funding based on ADA and program specialist dollars for the base year.

### **Insurance and Risk Management**

CCPA is covered through the OCDE and Orange County Superintendent of Schools contract for general liability insurance, workers’ compensation, and other required insurance from an insurance carrier licensed to do business in the State of California with the following minimum coverages:

- 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 is available through the OCDE Division of Administrative Services/Business Services Division upon request and instructs the insurance carrier(s) to inform OCDE immediately if the coverage becomes inoperative for any reason.

### **OCDE Services**

OCDE's Administrative Services, Information Technology, Alternative Education, and Educational Services divisions provide support services for CCPA. Services provided include accounting, fiscal services, payroll, retirement processing, technology system support, contracts, purchasing, staff development and training, and instructional support. CCPA CALPADS is submitted through OCDE as the authorizing agent.

### **Facilities**

CCPA operates its primary administrative office at 1669 E. Wilshire Avenue, Suites 601-608, Santa Ana, California 92705.

CCPA shall adhere to all applicable OCDE, state, federal and local laws and policies and regulations regarding facilities.

### **Transportation**

Transportation will not be provided to students attending CCPA unless specified in the student's IEP.

## **ELEMENT J: SUSPENSION AND EXPULSION**

---

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

CCPA shall implement the procedure for suspension and expulsion set forth in California Education Code Sections 48900-48927, and in accordance with the Superintendent's Discipline and Suspension and Expulsion/Due Process Policies (Appendix 10), with the following modifications:

- The principal or designee is responsible for issuing suspensions and making recommendations for expulsion.
- OCDE shall appoint the Administrative Hearing Panel.
- Recommendations of the Administrative Hearing Panel, after hearing, shall be submitted to the OCDE or designee for final action.
- There will be no right to appeal the decision of OCDE to OCBE.

CCPA's Student Handbook describes the school's expectations regarding attendance, mutual respect, violence, safety, and work habits. Students are 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.

Students failing to meet school attendance and behavioral standards, as outlined in the Student Handbook may be dismissed from CCPA in accordance with due process procedural safeguards.

CCPA will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

1. For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
2. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
  - a. Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
  - b. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
3. No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's

educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

4. A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

CCPA's suspension procedures also includes the following:

1. Upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.
2. If a homework assignment that is requested and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.



## **ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS**

---

*"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 section 47605 (b)(5)(K)*

CCPA employees are employees of OCDE and shall 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 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 shall be monitored by the OCDE Business Services Division.

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

---

**ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

***“The public school attendance alternatives for students residing within the school district who choose not to attend charter schools.” Education Code section 47605(c)(5)(L)***

Attendance at CCPA is voluntary for all students who enroll. Students who choose not to attend CCPA have the option to enroll in their school district of residence, other charter schools, or adult schools that align with their educational needs and goals.

---

**ELEMENT M: EMPLOYEE RIGHTS**

---

*"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 section 47605(c)(5)(M)*

CCPA staff shall be employed by OCDE and shall have all rights and responsibilities accordingly. Employees of OCDE shall be covered by existing employee agreements. Employees shall continue to earn years of service credit in the county office while working in CCPA. In addition, they shall retain any rights to accumulated sick leave, return rights, family leave and health coverage.

---

## **ELEMENT N: 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 section 47605(b)(5)(N)*

If a dispute arises between the OCBE, as granting entity, and 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 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, volunteers, advisors, and other community members associated with the school should be resolved in-house in an amicable and fair manner whenever possible. The principal is responsible for resolving all conflicts through a process that emphasizes the common goals and interests of the parties involved. The Chief Academic Officer, or designee, 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 CCPA and OCDE shall be resolved as follows:

- **Employee Issues**

For disputes involving employees, the principal of CCPA and OCDE management, or designee shall meet with an 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 principal may be appealed to the Chief Academic Officer or designee through a formal written statement. After a full discussion of any such issue with the complaining party and the Chief Academic Officer or designee, the Chief Academic Officer or designee shall have ten (10) working days to render a final and binding decision setting forth the resolution of the issue.



## **ELEMENT O: CLOSURE PROCEDURES**

---

*"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 section 47605(c)(5)(O)

The following procedures shall constitute the "Closure Protocol" and shall apply in the event 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 Charter shall be documented by official action of OCDE (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: Charter is revoked or non-renewed; OCDE elects to close CCPA, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented:

1. 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 of the Closure Action and the effective date of closure of CCPA shall be made by CCPA to the CDE and OCDE by registered mail within 72 hours of the Closure Action.
3. Upon closure, CCPA shall remain solely responsible for all liabilities arising from the operation of the charter school.
4. CCPA will ensure notification to the students of CCPA of the closure and provide information to assist 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 students 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 20 USC Section 1232g. Original records of CCPA charter school students will be stored by OCDE.

5. As soon as is reasonably practical, CCPA will prepare final financial records. CCPA will also have an independent audit completed by an independent auditor, approved in advance by 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 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.

6. 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) will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the school and student transfers.
7. CCPA shall adopt a plan for the closure of the school in accordance with the requirements of the Schools Code.
8. In addition to the final audit, CCPA shall also submit any required year-end financial reports to the CDE 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.

## **ASSURANCES**

---

It is hereby assured that the information submitted in this renewal petition for CCPA, with school sites located throughout Orange County and other locations to be determined, is true to the best of our knowledge and belief. Also assured is that CCPA will follow any federal, state, and regulations that apply to charter schools, including but not limited to the following assurances.

1. CCPA shall 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(d)(1)]
2. OCDE shall be deemed the exclusive public school employer of the employees of CCPA for the purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Education Code Section 47605 (c)(6)]
3. CCPA shall, on a regular basis, consult with parents and teachers regarding the Charter school's educational programs. [Education Code Section 47605(d)(2)]
4. CCPA shall 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. [Education Code Section 47605(l)]
5. Charter school may encourage parent involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.
6. CCPA shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605(e)(1)]
7. CCPA shall not charge tuition. [Education Code Section 47605(e)(1)]
8. CCPA shall 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(e)(1)]
9. Admission to CCPA shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within this state.



10. CCPA shall admit all students who wish to attend the school unless the school receives a greater number of applications than there are spaces for students, in which case, admission shall be determined through a public random lottery process. In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of CCPA. [Education Code Sections 47605(e)(2)(A-C)]
11. CCPA shall 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.
12. CCPA shall, at all times, maintain all necessary and appropriate insurance coverage.
13. CCPA shall, 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 shall, 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(e)(3)]
14. CCPA shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Education Code Section 47612.5(a)(2)]
15. CCPA shall 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. CCPA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Education Code Sections 47612(b)]
17. CCPA shall comply with the Public Records Act (Government Code section 6250 *et seq.*), Political Reform Act of 1974 (Government Code section 87100 *et seq.*), Ralph M. Brown Act (Government Code section 1090 *et seq.*), and all applicable laws and regulations as they may be amended or added during the term of the charter, including all conflict of interest laws, federal and state nondiscrimination laws, and prohibitions against unauthorized student fees.
18. CCPA shall comply with the Family Educational Rights and Privacy Act. [20 U.S.C. 1232g]
19. CCPA shall comply with all federal, state, and local laws and regulations that pertain to the operation of the charter school. CCPA shall comply with all OCDE policies and procedures as they may be amended.
20. CCPA shall 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)]
21. CCPA shall uphold that a pupil cannot be required to attend a charter school. [Education Code Section

47602(b)]

22. CCPA shall print telephone numbers for suicide prevision and domestic violence hotline on student identification cards. [Education Code Section 215.5]

---

LEAD PETITIONER SIGNATURE

---

Date

## APPENDICES

APPENDIX 1:	Board Policy, Master Agreement for Independent Study and Course Contract Sample.....	TAB 1
APPENDIX 2:	Individualized Education Career Service Plan.....	TAB 2
APPENDIX 3:	Textbooks / Instructional Materials.....	TAB 3
APPENDIX 4:	Student Demographic and Academic Data .....	TAB 4
APPENDIX 5:	Financial Plans and Budget.....	TAB 5
APPENDIX 6:	Local Control Accountability Plan (LCAP) .....	TAB 6
APPENDIX 7:	Material Revisions.....	TAB 7
APPENDIX 8:	School Locations.....	TAB 8
APPENDIX 9:	OCDE Superintendent’s Policy – Bullying.....	TAB 9
APPENDIX 10:	Student Handbook, Superintendent’s Policy – Discipline, Superintendent’s Policy - Suspension and Expulsion/Due Process.....	TAB 10