

Admission Criteria and Procedures for Younger Students Enrolling in the College**A. Special Part-Time Students**

To be considered for admittance as a special part-time student, the student must meet the eligibility standards as established in Education Code Sections 48800 and 76001. Minors who have either graduated from the 8th grade or are at least 15 years old may enroll in no more than 11.0 credit units per semester (8.0 during summer) with permission from the high school principal or designee and a parent or guardian. The high school principal or designee must certify that the student is able to benefit from advanced course work. The student will submit a completed credit application. The concurrent enrollment permit with appropriate signatures is required for each semester of enrollment or until high school graduation.

B. Special Full-Time Students (Highly Gifted Minors)

Students under eighteen (18) years of age who have not completed high school and are not pursuing the equivalent of a high school education or who are requesting enrollment as a full-time student may directly petition the dean of Counseling and Student Development to authorize attendance by having their parent or guardian submit a minor's petition. The student must submit a credit application, provide high school and any college transcripts, participate in the English and math placement process, and meet with the dean of Counseling and Student Development. The dean of Counseling and Student Development will determine if the student is able to benefit from advanced scholastic or vocational coursework through placement into transfer-level courses in math and English, verifying previous coursework and consultation with the student. The dean of Counseling and Student Development will determine acceptance or denial of admission to the college.

C. Summer School Students

Concurrently enrolled high school students may enroll in no more than 8.0 credit units during summer session with permission from the high school principal or designee, and a parent or guardian. The high school principal or designee must certify that the student is able to benefit from advanced course work. During summer session, the principal or designee must certify that the student demonstrates adequate preparation in the discipline to be studied, has exhausted all opportunities to enroll in an equivalent course, if any, at the

student's school of attendance and that the recommendation was not given to greater than five percent of the students at the same grade level. The student will submit a credit application. A concurrent enrollment permit with appropriate signatures is required for each semester of enrollment or until high school graduation.

D. Credit Granted for Courses

Concurrently enrolled high school students will be granted college credit for completion of credit coursework. Determination of applicability towards high school graduation will be made by the student's high school. High school students are subject to all appropriate fees.

E. Procedures for Denial of Request for Full-time Enrollment of highly gifted students: If the Dean of Counseling and Student Development denies a request for special part-time or full-time enrollment for a student who is identified as highly gifted, the student may submit an appeal via letter to the vice president of Student Services, who will review the decision and either approve or deny the request for enrollment within sixty (60) days.

F. Concurrently enrolled high school students, both special part-time and full-time, shall be assigned a low enrollment priority to ensure that these students do not displace regularly admitted students.

G. Concurrent enrollment permits and minors permits, or an electronic copy of the original, will be classified as Class 1 permanent records. The documents will be stored in the Admissions and Records Office for a two-year period and will be made available to state and local auditors.

H. In order to ensure that all claims for state apportionment for K-12 students are met, the class must be open to the general public and published in at least two of the following:

- (1) the college catalog,
- (2) the regular schedule of classes
- (3) an addendum to the catalog or schedule

I. If the decision to offer a class on a high school campus is made after publication of the district's regular schedule of classes, and the class is only advertised to the general public through electronic media, the class must be advertised for a minimum of thirty (30) continuous days prior to the first meeting of the class.

J. If the class is offered on a high school campus, the class may not be held during the time the campus is closed to the general public, as defined by the school board.

K. If the class is a physical education class, no more than ten percent of the enrollment of the class may consist of special part-time or full-time students and be claimed for apportionment. The attendance of special part-time or full-time students will be monitored by Admissions and Records and apportionment claims adjusted as necessary so as not to exceed the ten percent allowed.

L. College and Career Access Pathways (CCAP)

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

The district may enter into a CCAP partnership with a school district partner that is governed by a CCAP partnership agreement approved by the governing boards of both districts. As a condition of, and before adopting, a CCAP partnership agreement, the governing board of each district, shall do both of the following:

- (1) For career technical education pathways to be provided under the partnership, consult with, and consider the input of, the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each district shall have final decision making authority regarding the career technical education pathways to be provided under the partnership.
- (2) Present, take comments from the public on, and approve or disapprove the dual enrollment partnership agreement at an open public meeting of the governing board of the district.

The CCAP partnership agreement shall be filed with the Office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership, and shall:

- outline the terms of the CCAP partnership and shall include, but not necessarily be limited to, the total number of high school students to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those students; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of students to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and federal privacy laws, joint facilities use, and parent or guardian consent for high school students to enroll in community college courses.
 - The protocols shall only require a high school student participating in a CCAP partnership to submit one parent or guardian consent form and principal or designee recommendation for the duration of the student's participation in the CCAP partnership.
- identify a point of contact for the participating community college district and school district partner.
- certify that any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code Section 87010 or any controlled substance offense as defined in Education Code Section 87011.

- certify that any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus.
- certify that a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus.
- include a plan by the participating community college district to ensure all of the following:
 - A community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus;
 - A community college course that is oversubscribed or has a waiting list shall not be offered in the CCAP partnership; and
 - Participation in a CCAP partnership is consistent with the core mission of the community colleges pursuant to Education Code Section 66010.4, and that students participating in a CCAP partnership will not lead to enrollment displacement of otherwise eligible adults in the community college.
- certify that both the school district and community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching a CCAP partnership course offered for high school credit.
- specify both of the following:
 - Which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
 - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any remedial course taught by community college faculty at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon graduation.

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

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

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

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

The district may assign priority for enrollment and course registration to a student seeking to enroll in a community college course that is required for the student's CCAP partnership program that is equivalent to the priority assigned to a student attending a middle college high school as described in Education Code Section 11300 and consistent with middle college high school provisions in Education Code Section 76001. Units completed by a student pursuant to a CCAP agreement may count towards determining a student's registration priority for enrollment and course registration at a community college.

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

The district may allow a special part-time student participating in a CCAP partnership agreement established pursuant to this article to enroll in up to a maximum of 15 units per term or 9 units during a summer session if all of the following circumstances are satisfied:

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

The governing board of the district exempts special part-time students from the following fee requirements:

- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee and/or processing fee (Education Code Section 76140)
- Transcript fees (Education Code Section 76223)
- Course enrollment fees (Education Code Section 76300)
- Apprenticeship course fees (Education Code Section 76350)
- Child development center fees (Education Code Section 79121)

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

The attendance of a high school student at a community college as a special part-time or full-time student pursuant to this section is authorized attendance for which the community college shall be credited or reimbursed pursuant to Education Code Section 48802 or 76002, provided that no school district has received reimbursement for the same instructional activity. For purposes of calculating classroom-based average daily attendance for classroom-based instruction apportionments, at least 80 percent (80%) of the instructional time offered by a charter school pursuant to an authorized CCAP partnership agreement shall be at the school site, and the charter school shall require the attendance of a student for a minimum of 50 percent (50%) of the minimum instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of

Education Code Section 47612.5, if the student is also a special part-time student enrolled in a community college pursuant to this section and the student will receive academic credit upon satisfactory completion of enrolled courses.

For each CCAP partnership agreement entered into pursuant to this section, the district shall report annually to the California Community Colleges Chancellor's Office, the legislature, the director of finance, and the superintendent all of the following information:

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