

Sierra College

ADMINISTRATIVE PROCEDURE

AP 5011

Admission and Enrollment of Academic Enrichment Students

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| Date Adopted: | 7/9/1985 |
| Date Revised: | 12/12/2025 |
| Date Reviewed: | 12/12/2025 |
| References: | Education Code Sections 48800, 48800.5, 76001, 76002, and 76004; Title 5 Section 56700 |

Sierra College may admit special part-time students including students who are not enrolled in public school. Students must meet all of the following:

- have completed the equivalent of 8th grade
- good academic standing

To be considered for admittance as a special part-time student, the student must meet eligibility standards as established in Education Code Sections 48800 and 76001. A student must be attending a high school or adult school which has a current Academic Enrichment Compliance Form on file with the District. Students who are home-schooled or attend a charter school must have an affidavit indicating they are legally home-schooled or attending charter school.

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

- district application for admission;
- written and signed parental or guardian consent;
- written and signed approval of their principal. A parent or guardian of a pupil who is not enrolled in a public or private school may petition directly without the signature of a principal.
- demonstration that the student is capable of profiting from instruction. The Chief Student Services Officer (CSSO) or designee has the authority to make the final decision whether a student can benefit from instruction.

To be considered for admission as a special full-time student, the student must meet the eligibility standards as established in Education Code Section 48800.5.

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

- district application for admission;
- written and signed parental or guardian consent;

- written and signed acknowledgment of their principal. A pupil who is not enrolled in a public or private school does not need to provide written acknowledgement from their principal;
- demonstration that the student is capable of profiting from instruction.
- written approval of the governing board of the school district of attendance. The CSSO or designee has the authority to make the final decision whether a student can benefit from instruction.

To be considered for admission as a special summer session student, the student must meet the eligibility standards established in Education Code Sections 48800 and 76001. Students will not be admitted unless they have availed themselves of all opportunities to enroll in equivalent courses at their schools of attendance.

The student must submit:

- written and signed parental or guardian consent;
- written and signed approval of their principal that the student has availed themselves of all opportunities to enroll in an equivalent course at their school of attendance; and
- demonstration that the student has adequate preparation in the disciplines to be studied.

All required documents shall be sent to Enrollment Services.

High School Students

For students attending high school, the CSSO or designee will review the materials, and will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college. The decision of the CSSO or designee shall be final. This determination may be done by one or more of the following options:

- a review of the materials submitted by the student;
- meeting with the student and their parent or guardian;
- consultation with CSSO or designee;
- consideration of the welfare and safety of the student and others; or
- consideration of local, state, or federal laws.

Middle and Lower School Students

For students attending middle and lower schools, the determination shall be made by the CSSO or designee. The school must provide transcripts and a letter signed by the principal indicating how in their opinion the student can benefit from instruction. The CSSO or designee will determine if the student has the abilities and sufficient preparation to benefit from instruction at a community college, and that the student's safety and that of others will not be affected. The decision of the CSSO or designee shall be final. Once a decision has been made, the student, their parent or guardian and the school principal shall be informed of the decision. This determination may be done by applying the following criteria one or more of the following options:

- a review of the materials submitted by the student;
- meeting with the student and their parent or guardian;
- consultation with CSSO or designee;
- consideration of the welfare and safety of the student and others;

- consideration of local, state, or federal laws;
- review of the content of the class in terms of sensitivity and possible effects on the minor;
- requirements for supervision of the minor; or
- times the class(es) meet and the effect on the safety of the minor.

Courses in which high school and other young students are permitted to enroll will be open to the entire college population, and will be taught with the rigor appropriate to college-level courses in accordance with the approved course outline.

If a request for special part-time or full-time enrollment is denied for a pupil who has been identified as highly gifted, the Board shall provide written findings and reasons for the denial within 60 days. A recommendation regarding the request for admission, and the denial shall be submitted to the Board at a regularly scheduled meeting that falls at least 30 days after the request for admission has been submitted.

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 or a county office of education for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.

The District may enter into a CCAP partnership with a school district or county office of education partner that is governed by a CCAP partnership agreement approved by the governing boards of both partners. As a condition of adopting a CCAP partnership agreement, the governing board of each partner, shall do both of the following:

- 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 partner shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership; and
- Present, take comments from the public on, and approve or disapprove the dual enrollment partnership agreement at an open public meeting of the governing board of the district.

The CCAP partnership agreement shall be filed with the California Community Colleges Chancellor's Office 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 be limited to, the total number of high school pupils to be served and the total number of full-time equivalent students projected to be claimed by the community college district for those pupils; the scope, nature, time, location, and listing of community college courses to be offered; and criteria to assess the ability of pupils to benefit from those courses.
- establish protocols for information sharing, in compliance with all applicable state and

federal privacy laws, joint facilities use, and parental or guardian consent for high school pupils to enroll in community college courses. The protocols shall only require a high school pupil participating in a CCAP partnership to submit one parental or guardian consent form and principal recommendation for the duration of the pupil's participation in the CCAP partnership.

- identify a point of contact for the participating community college district and school district or county office of education 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 both 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; 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 pupils 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 partner will be the employer of record for purposes of assignment monitoring and reporting to the county office of education; and
 - Which partner will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.
- certify that any pretransfer-level course taught by community college faculty at a partnering high school campus shall be offered only to high school pupils who do not meet their grade level standard in mathematics, English, or both on an interim assessment in grade 10 or 11, as determined by the partnering school district or county office of education, and shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer course as an intervention in the pupil's junior or senior year to ensure that the pupil 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 pupils 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 pupils achieve college and career readiness.

The District will allow an existing CCAP partnership to be amended, or a new CCAP agreement to be established with a school district or county office of education and a community college district outside of the primary community college district's service area, if the primary community college district has declined a request from the school district or county office of education, or has failed to take action within 60 calendar days of a request by the school district or county office of education, to either amend into the existing CCAP partnership the requested courses, or to approve another community college district to enter into a CCAP partnership to offer those courses.

A high school pupil 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 shall assign priority for enrollment and course registration to a pupil seeking to enroll in a community college course that is required for the pupil's CCAP partnership program that is equivalent to the priority assigned to a pupil 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 pupil pursuant to a CCAP agreement may count towards determining a pupil'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 in courses offered at the community college campus or the participating high school campus, 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 students seeking to enroll in a community college course required for the student's CCAP partnership program from the following fee requirements:

- Student representation fee (Education Code Section 76060.5)
- Nonresident tuition fee and corresponding permissible capital outlay fee 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 participating in a CCAP partnership agreement shall enroll high school pupils in any course that is part of a CCAP partnership agreement offered at a community college campus. Courses offered through the CCAP program may be offered at the community college campus or the participating high school campus.

The District or county office of education shall not receive a state allowance or apportionment for an instructional activity for which the partner has been, or shall be, paid an allowance or apportionment.

The attendance of a high school pupil 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 or county office of education 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 pupil 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 pupil is also a special part-time student enrolled in a community college pursuant to this section and the pupil 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 pupils 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.

Guidelines for Special Admit Students

Students admitted under the provisions of this procedure are expected to follow the regulations and procedures established for all college students. The District is not responsible for the supervision of minor students outside of the classroom setting. Students admitted as Academic

Enrichment/Dual Enrollment students will not be afforded any special consideration or supervision as a result of their special admission status. Parents or guardians are responsible for ensuring that their children are appropriately supervised before class begins, after class finishes and if or when a class is cancelled and/or dismissed early. Parents or guardians will not be allowed in the classroom nor will they have access to a student's records (including grades and transcripts) without the student's written consent, the student's minor status notwithstanding. Instructors will communicate directly with the student, not with parents or guardians, and will not be expected to include or engage parents or guardians in any communications with the student.

Courses in which Academic Enrichment students are permitted to enroll will be open and advertised to the entire college population and will be taught with the rigor appropriate to college-level courses in accordance with the approved college outline. Material may be of an adult/mature level. Faculty will not be expected to adapt the course material for a younger audience.

- The student will be required to meet all course prerequisites as a condition for enrollment into a course.
- All opportunities to enroll in an equivalent course at the student's school of attendance or school district must be exhausted. Academic Enrichment/Dual Enrollment students are prohibited from enrolling in courses based on health, safety and/or legal considerations. A published list of prohibited courses is available. Students may enroll in a maximum of 11 units per term. The student will receive credit for community college courses in the same manner as a regularly enrolled community college student. Granting of high school credit is solely determined by the high school district.

For fall and spring attendance, the student must attend high school classes for at least a minimum day. For summer attendance, the student does not have to attend high school for the minimum day. For summer attendance, the principal of the school may recommend up to five percent (5%) of the total number of students enrolled in that school in each grade level at the time of recommendation.

Academic Enrichment/Dual Enrollment students are not eligible for continuing student priority registration status.

The appropriate District department will determine what, if any, educational accommodations are appropriate for all college students who disclose a disability and enroll in the District's Student Accessibility Services program.

See Board Policy 5010 and Administrative Procedure 5055