

Century Community Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Dana Means, Principal

Principal, Century Community Charter

About Our School

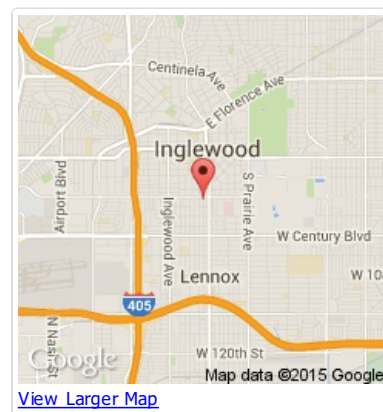
Greetings, I am Dana Means, Principal of Century Community Charter School (CCCS). I have been part of the CCCS family since 2005. CCCS is truly a family...the Bear Family. The reason why we have former students come back to their middle school is because of the relationships that have been forged. We pride ourselves in the relationships that have been cultivated at CCCS. These relationships allow our mantra, "Once a Bear, Always a Bear!" to hold true.

I am very honored and excited to embark on the journey to transition from a good school to a great school. The plan to do so will be spearheaded by a highly qualified teaching staff. We are a Project Based Learning Community that has fully implemented the Common Core State Standards (CCSS). This will better equip our students to analyze and come up with solutions to real life problems, plan and implement strategically their project designs all while addressing the CCSS.

Contact

901 South Maple St.
Inglewood, CA
90301-3823

Phone: 310-412-2286
E-mail: dmeans@centurycharter.org



[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School	
School Name	Century Community Charter
Street	901 South Maple St.
City, State, Zip	Inglewood, Ca, 90301-3823
Phone Number	310-412-2286
Principal	Dana Means, Principal
E-mail Address	dmeans@centurycharter.org
Web Site	www.centurycommunitycharter.weebly.com
County-District-School (CDS) Code	19647090107508

District	
District Name	Lennox
Phone Number	(310) 695-4000
Web Site	http://www.lennox.k12.ca.us
Superintendent First Name	Kent
Superintendent Last Name	Taylor
E-mail Address	kent_taylor@lennox.k12.ca.us

Last updated: 1/31/2015

School Description and Mission Statement (Most Recent Year)

I. Background

Century Community Charter School ("CCCS") is a public charter middle school authorized by the Lennox Elementary School District. The school first opened in 2004 with approximately 70 students in grade six. In its nine years of service, CCCS has increased its student population to more than 400 pupils, serving students in grades six, seven, and eight to become a full-service middle school.

Demographics

In its first year, CCCS developed a Local Education Agency ("LEA") plan that was approved by the CDE in 2004. Starting in the school year 2013-14, CCCS would like to be considered a school-wide program because over 74% of its students qualify for free/reduced meals.

A. Mission

Century Community Charter School will enable students to become self-motivated, lifelong learners by providing a multi-cultural, student-centered environment in which the targeted students will be held to high academic and behavioral standards.

B. Vision and Educational Philosophy

The vision of CCCS is to create and sustain a highly accountable model of innovation, with highly qualified teachers who are guided by the core principles. The school's objectives are that students in grades 6-8 will be able to demonstrate the ability to gather, analyze and use information, communicate precisely, solve problems, work cooperatively, think creatively, initiate action, and participate in a global society.

CCCS's Core Values reflect best practices researched in high performing schools that consistently produce well-educated, urban students prepared to enter and succeed in post-secondary education.

CCCS believes that learning occurs best through:

- Small Learning Environment
- Student Engagement
- Increased Time on Learning
- Instructional Delivery that Benefits English Language Learners
- Rigorous Standards
- Integrated Technology
- Principal Leadership
- Highly Qualified Teachers
- Parents as Partners

These values are evaluated along with our state standard driven curriculum on our report card.

CCCS ultimately strives to create a dynamic and highly responsible educational environment; and to promote a safe learning community through:

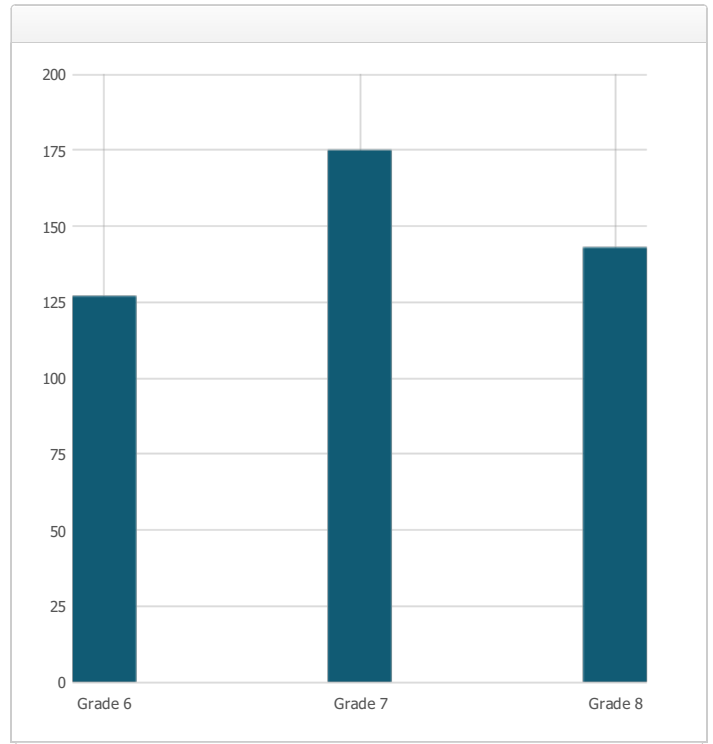
- School-wide discipline plan that ensures students conduct themselves in a manner that represents the school;
- Instruction in conflict-resolution/anger-management strategies;
- Effective teaching methods;
- Strictly enforced rules and procedures create order;
- Identification of at risk-students;
- Family support of the rules, policies, procedures, and educational program;
- Strict adherence to a uniform dress code;
- Extracurricular student involvement.

CCCS strives to create a dynamic educational environment that focuses on quality educational experience, fosters educational excellence, promotes the use of innovative curriculum, accommodates the demands of a diverse student population, integrates technological resources and cultivates personal, intellectual, social, physical and emotional growth and responsibility.

Last updated: 1/31/2015

Student Enrollment by Grade Level (School Year 2013-14)

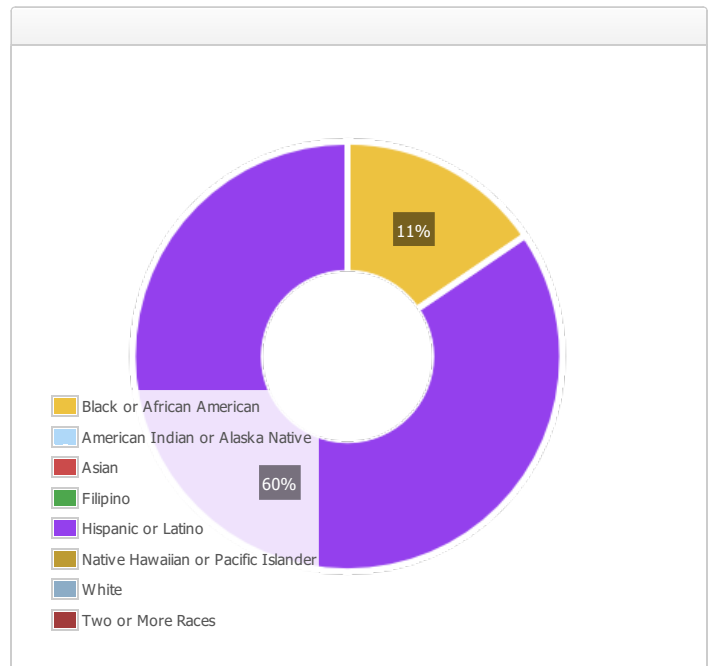
Grade Level	Number of Students
Grade 6	127
Grade 7	175
Grade 8	143
Total Enrollment	445



Last updated: 1/31/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.2
Asian	0.0
Filipino	0.0
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.0
White	0.2
Two or More Races	0.0
Socioeconomically Disadvantaged	84.0
English Learners	15.3
Students with Disabilities	0.0



Last updated: 1/31/2015

A. Conditions of Learning

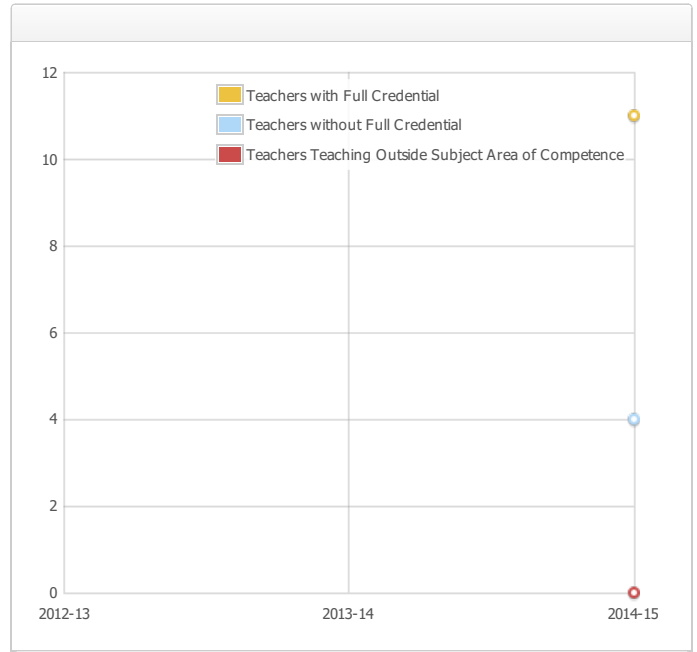
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

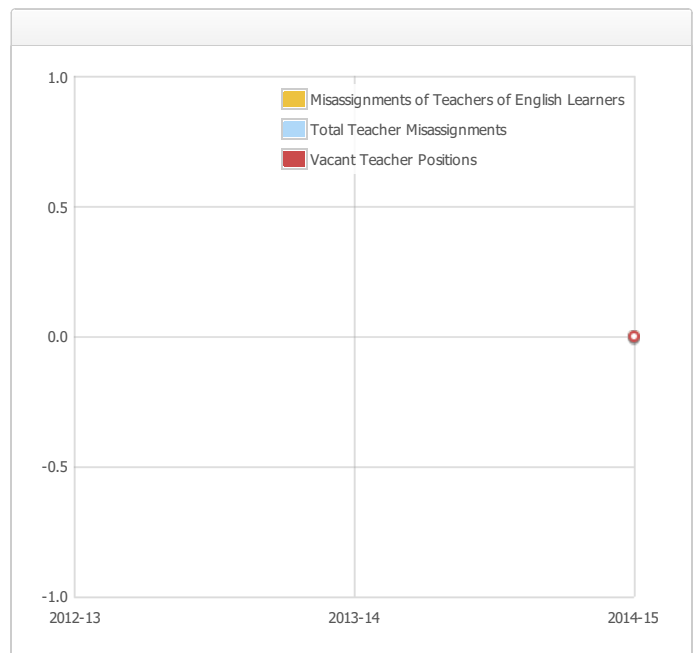
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential			11	
Without Full Credential			4	
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	



Last updated: 1/31/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners			0
Total Teacher Misassignments*			0
Vacant Teacher Positions			0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/31/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	91	9
All Schools in District	98	2
High-Poverty Schools in District	98	2
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/31/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2010

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Ongoing use of novels Writing Coach (Pearson) Achieve 3000 differentiated reading program	Yes	0.0
Mathematics	McGraw-Hill CCSS aligned texts	Yes	0.0
Science	Holt Science (2015-16 is adoption year)	No	0.0
History-Social Science	History Alive (2015-16 is adoption year)	No	0.0
Foreign Language	Voces	Yes	0.0
Health	Holt health	No	0.0
Visual and Performing Arts	N/A		0.0
Science Laboratory Equipment (grades 9-12)	N/A		0.0

Last updated: 1/31/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Age of School Buildings

CENTURY COMMUNITY CHARTER SCHOOL – 14,267 Classroom Sq. Ft.

This school was built in 1970. There are 16 permanent classrooms, a multi-purpose room and a kitchen. A 5670 Sq. Ft. gymnasium/auditorium was later added in 1981 for athletic activities and dramatic productions. 286 work orders were completed for Century Community Charter School in the 2012-2013 fiscal year. This site was last inspected on 03/14/2013.

Maintenance and Repair

The maintenance staff ensures that all repairs and work orders needed to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The LEA has created a cleaning standard for this school. A summary of these standards is available in the school office, at the LEA office, and the principal's office. The LEA and principal works closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Condition of School's Facilities

The LEA takes great efforts to ensure that the school is clean, safe and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. The results of this survey are available at the school office, at LEA office, of in the principal office.

Last updated: 1/31/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/31/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	48	37	44	55	52	50	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	50
All Students at the School	44
Male	51
Female	38
Black or African American	47
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	41
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	41
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	47%	55%	45%	45%	48%	46%	54%	56%	55%
Mathematics	28%	32%	32%	50%	54%	52%	49%	50%	50%
History-Social Science	25%	41%	36%	37%	45%	49%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	5	4
Similar Schools	6	7	5

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/31/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-2	20	-22
Black or African American			-34
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-2	0	-7
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	0	20	-20
English Learners	-17	-3	
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/31/2015

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	0.9

2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission

State Priority: Other Pupil Outcomes

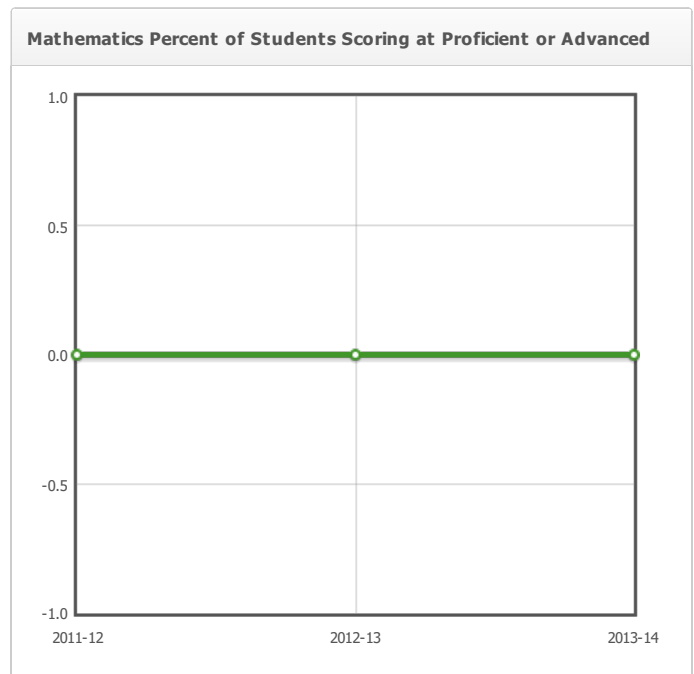
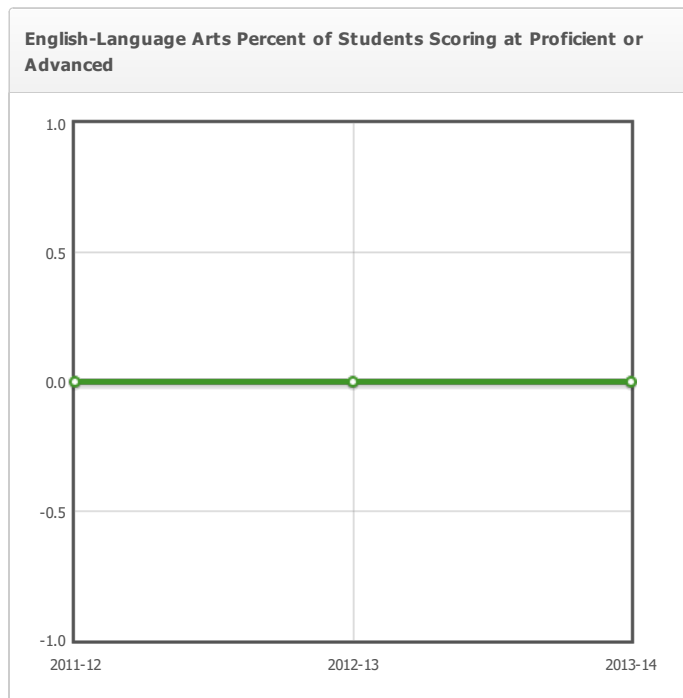
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	66%	60%	63%	56%	57%	56%
Mathematics	N/A	N/A	N/A	76%	67%	75%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/31/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	20.9%	36.0%	29.7%
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Strategies to Increase Parental Involvement

CCCS operates under the premise that the teachers, parents, and students must work together as partners to create the potential for a quality education. Parents are a vital part of the partnership. Parents are required to participate in an orientation program that emphasizes the importance of parent involvement in the student's educational life. The commitments for parental support include:

- Helping with homework each night,
- Assisting their child in contacting the teacher regarding any problem or question on assignment,
- Providing adequate nutrition to students each day,
- Providing a quiet place with light for their child to study at home,
- Being available to meet with the teachers at home or at school if the need arises.

Parents are given access to Powerschool; our student management system. Parents are given access to the teachers' grade books. These both give families the ability to monitor student progress.

The parent's role is further clarified through participation and ongoing discussion and reflections with CCCS staff. Parents are notified of school activities through parent meetings, report card pick up, as well as parent nights and newsletters.

Parents are highly encouraged to be involved on the school campus and as part of their responsibilities as members of the learning community, they are required to volunteer at least 4 hours per month, 40 hours minimum for the school year for one student and 60 hours for two or more students. Eighth grade parents must complete their hours by the end of May in order for their child to graduate.

A parent's volunteer hours are fulfilled through a number of different scenarios, including:

- Observing their student(s) in the classroom
- Cleaning and/or maintaining the school building and grounds
- Providing any kind of service or skill of which they are in possession.

Other opportunities for parent involvement include:

- grade-level parent meetings
- Report card pick up
- Parent education classes
- Teleparent Blasts

- An updated website
- Parent nights
- Wednesday newsletters
- Local field trips

Parent education nights are provided throughout the year in addition to family nights and parent conferences. Parent education has included using fundraised funds to assist parents in paying for the Parent Institute which are classes geared toward getting students into college. Parent Education is based on the needs assessment given through the yearly Parent Survey.

Parent Education Classes have included:

- Discipline
- Talking to Kids
- Sex Education
- Math Instruction

Additionally, CCCS maintains a committee with staff, parents, and community representatives. It receives reports on overall student assessment results in reading and math and communicates the results to the entire school community. The committee also contributes input on how to improve school reading and math.

Finally, our Title I Parent Involvement Policy states the expectations for engaging parents in their children's education. Our Action Plan outlines the events, activities, and strategies employed to assist our parents in supporting student learning.

State Priority: Pupil Engagement

Last updated: 1/31/2015

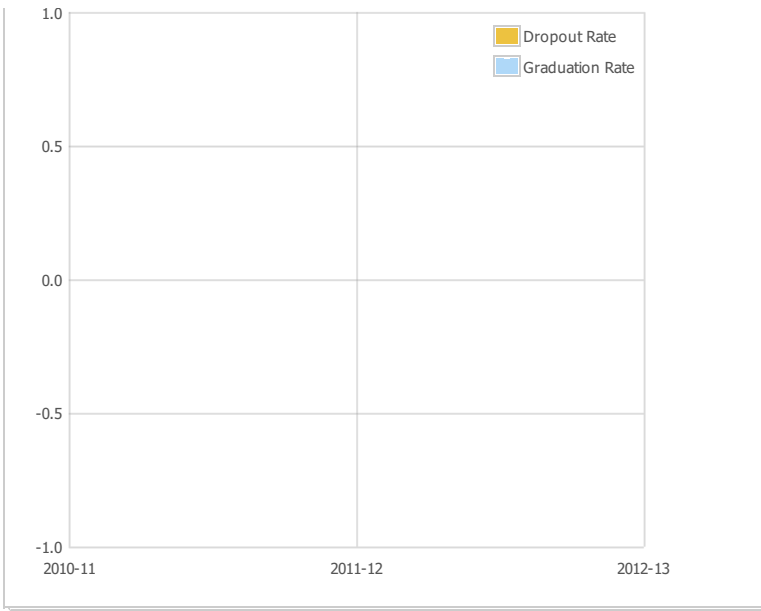
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate									
Graduation Rate				98.08	93.44	99.26	77.14	78.87	80.44

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



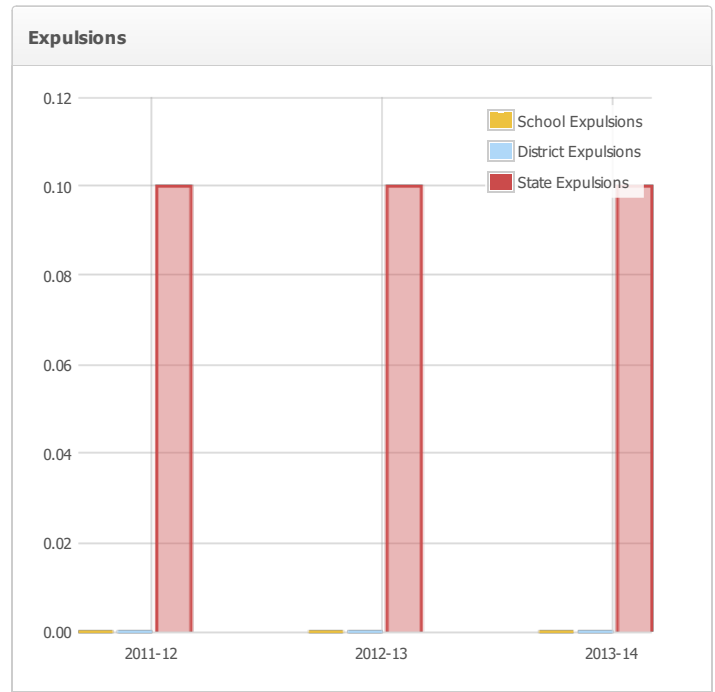
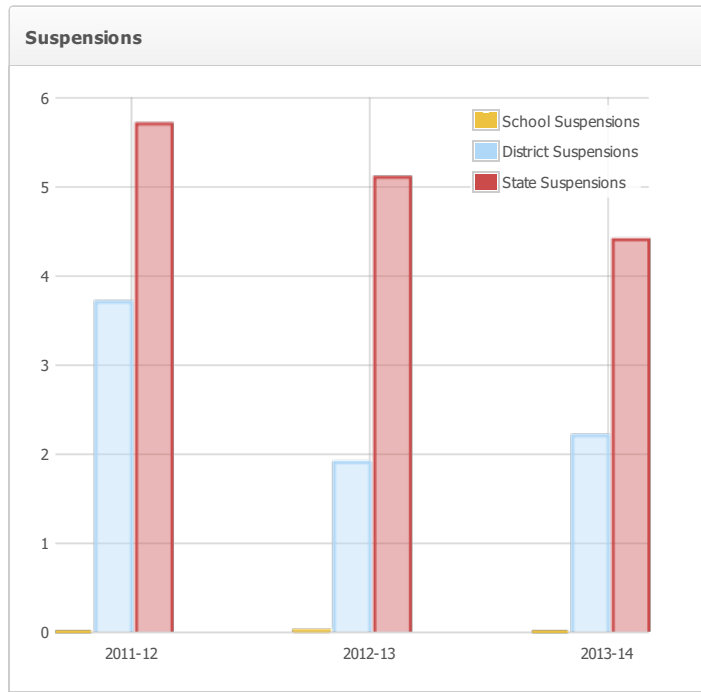
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.01	0.00	3.70	1.90	2.20	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/31/2015

School Safety Plan - Most Recent Year

SAFE SCHOOL PLAN 2103-14

Child Abuse Reporting

WHAT IS CHILD ABUSE AND NEGLECT?

Child abuse can be caused by family members, acquaintances, or strangers

CHILD ABUSE IS:

- A physical injury that is inflicted by other than accidental means on a child by another person;
- Sexual abuse or molestation;
- Mental suffering or well-being endangered;
- Unjustifiable punishment;
- Neglect, including failure to provide food, shelter, or proper hygiene;
- Unlawful corporal punishment or injury.

CHILD ABUSE IS NOT:

- A mutual affray between minors;
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer.

WHO MUST REPORT? This is a select list of mandated reporters likely to be employed with a school district. A complete list of mandated reporters is found at section 11165.7 of the Penal Code. The absence of training shall not excuse a mandated reporter from their duties.

- A teacher.
- A head start teacher.
- An instructional aide, teacher's aide, or teacher's assistant.
- A classified employee of any public school.
- An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- An administrator of a public or private day camp, youth center, youth recreation program, or youth organization.
- A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- An employee of a school district police or security department.
- Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.
- A physician, psychiatrist, psychologist, intern, marriage, family and child counselor, inter or trainee. PENALTIES FOR FAILURE TO REPORT
- Child abuse and neglect reporting is an individual duty.

Failure to report is a crime!

Any mandated reporter who fails to report is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1000) or by both a fine and punishment. WHAT IS A REASONABLE SUSPICION General Considerations

- Reporting is an individual responsibility and requires independent judgment. People may differ on what would make them "reasonably suspect" child abuse or neglect.
- Trust your instincts. When you feel that you have enough information, you should report.
- You may want to write down, for yourself, the factor or factors that make you suspect abuse or neglect. Articulating your concerns on paper may help you determine whether you feel that you have enough information. This will also be helpful if and when you file a written report.
- Don't worry about statutes of limitations or whether suspected abuse happened in the past. If you reasonably suspect that child abuse occurred at any time, report it.
- DO NOT investigate the abuse yourself. Leave it to the professionals.
- Youth pregnancy alone does not necessarily constitute reasonable suspicion. WHAT IS A REASONABLE SUSPICION? Physical Abuse Any number of factors may contribute to your individual determination regarding a reasonable suspicion of physical abuse. The following are examples of indicators, but this list is by no means definitive.
 - The type and location of an injury can help distinguish accidental injuries from suspected physical abuse. Injuries to the elbows, knees or forehead are typical locations of accidental injuries, like trips and falls. Typical locations of injuries resulting from abuse are the back surface of a child's body from the neck to the knees, or injuries to the face.
 - A statement by the child that the injury was caused by abuse. Children rarely lie about abuse, so take their comments to heart.
 - The child has a history of previous or recurrent injuries.
 - The parent cannot explain reason for an injury, or there are discrepancies in the explanation.
- The following behaviors are often exhibited by abused children: fear of parents or caretakers; the child and/or parent or caretaker attempts to hid injuries; child is frequently absent from school or misses physical education classes if changing into gym clothes is required; the adolescent exhibits depression, self-mutilation, suicide attempts, substance abuse, or sleeping and eating disorders WHAT IS A REASONABLE SUSPICION? Physical Neglect Neglect includes both acts and omissions by a parent or caretaker. California law
 - defines two categories of neglect: severe neglect and general neglect.
 - Severe neglect means the negligent failure of a parent or caretaker to protect the child from severe malnutrition or a medically diagnosed non-organic failure to thrive. It also includes situations where the parent or caretaker willfully causes or permits the body or health of the child to be endangered. This includes the intentional failure to provide adequate food, clothing, shelter or medical care.
 - General neglect means the negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical care or supervision where not physical injury to the child has occurred. Neglect may be suspected when one or more of the following conditions exist:
 - The child is lacking adequate medical or dental care;
 - The child is often sleepy or hungry or malnourished/
 - The child is often dirty, demonstrates poor personal hygiene;
 - The child is depressed, withdrawn or apathetic, exhibits antisocial or destructive behavior, shows fearfulness, or suffers from substance abuse, speech, eating or habit disorders (biting, rocking, and whining).

WHAT IS A REASONABLE SUSPICION? Sexual Abuse

- The single most important indicator is a statement by the child to a friend, classmate, teacher, or other trusted adult. The statement may be hypothetical ("I know someone who.....), or direct.
 - The disclosure may be delayed. This is rarely an indication that the story is fabricated, as children seldom invent allegations of sexual abuse.
 - Pregnancy of a minor does not, in and of itself, constitute the basis of reasonable suspicion of sexual abuse. You may develop a reasonable suspicion, however, based on information inferring coercion, rape, or a large age gap between the child and the person she states is the father.
 - Abused children sometimes display a detailed and age-inappropriate understanding of sexual behavior. HOW TO REPORT First by telephone:
 - Once you have determined that a reasonable suspicion exists, you must report immediately or as soon as is practicably possible by telephone. 800-540- 4000 is the child abuse hotline.
 - Report must be made to the police department, sheriff's department, county probation department if designated by the county to receive mandated reports, or the county welfare department.
 - You MAY NOT report to school district police or security department.
- Be prepared to provide the following information by telephone.
- your name, business address, and telephone number your job title
 - the child's name and address, present location
 - the child's school, grade, and class
 - the names, addresses, and telephone numbers of the child's parents or guardians
 - the information that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information
 - the name, address, telephone number, and other relevant personal information about the person or persons who might have abused or neglected the child
 - You must make a report even if some of this information is not known or is uncertain.

HOW TO REPORT

- A written report must be sent to Child Protective Services within 36 hours of your initial report. An official copy should be available in the front office at your school site and from Child Welfare and Attendance.
- Keep the copy marked "Reporting Party" for your own records.
- If you determine on a Friday, or before a holiday, that reasonable suspicion exists, you should make the written report that day because the deadline may fall when school is not in session.
- Follow your district or school site procedures for reporting. Employees cannot be required to disclose their identity to their employer, but are encouraged to do so to ensure that the employee and the child receive the support they need.
- If two or more mandated reporters have a reasonable suspicion of child abuse, they may elect one person to make the report. EACH PERSON STILL HAS AN INDIVIDUAL DUTY TO MAKE SURE THAT IT IS DONE. Follow up with the elected person and verify that the report was made. If in doubt, make the report yourself. CONFIDENTIALITY
- Mandated reports are confidential and may be disclosed only among agencies receiving, investigating, and prosecuting.
- Any violation of confidentiality is a misdemeanor punishable by imprisonment in a county jail not to exceed six months, by a fine of five hundred dollars (\$500), or by both imprisonment and fine.
- Do not discuss the details and information with your colleagues, except as suggested by District policy.
- A mandated reporter cannot be required to disclose his or her identity to their employer.
- Do not tell the parent about the report, even if you do not suspect that the parent is responsible.
- Deflect parental contact. Parents sometimes guess who was responsible for reporting. Tell the parent that you cannot discuss it.
- If the police or a child protective services worker discloses to anyone that you made a report, call their supervisor.

IMMUNITY

- Mandated reporters are immune from both civil and criminal liability when making reports.
- Any person, who, pursuant to a request from a government agency investigating a report of suspected child abuse or neglect, provides the requesting agency with access to the victim of a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of providing that access.

Suspension and Expulsion Policies**Mandatory Recommendation for Expulsion**

The principal, or superintendent/designee of schools shall immediately suspend, pursuant to Education Code Section 48915, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as defined by Education Code.
- Committing or attempting to commit a sexual assault as defined in the Education Code.
- Possession of an explosive.

CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

- Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the
- influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Unlawfully, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre initiation into a pupil organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or

mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of 20
- Section 32261, directed specifically toward a pupil or school personnel.
- A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime or physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- As used this section "school property" includes, but is not limited to, electronic files and databases.
- A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both. (b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

School Discipline

A. Statement of Rules and Procedures On School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus, staff, students, and parents.

Dress Code

Board policy requires a student's clothing be safe for the student and those around him/her. Students are required to adhere to the uniform policy established. The standards for dress were developed with input from staff, parents, community members and students. Student clothing will not be disruptive of the school's operations and the students. The Board prohibits the presence of any apparel, jewelry, accessory, note-book, manner of grooming or other paraphernalia which, by virtue of its color arrangement, trademark or any other attribute, denotes membership in gangs and/or which advocates drug use, violence, discrimination, and/or disruptive behavior.

Emergency Disaster Procedures and Drills

Earthquake Drill

The earthquake emergency procedure system shall encompass, but not be limited to, all of the following:

Building Plan: The development of a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

Drop procedure:

"Drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and their back to the windows. A drop procedure practice shall be held at least once each semester in secondary schools. Protective measures to be taken before, during and following an earthquake. A program to ensure that the students, certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.(Education Code Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops. Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.
- Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).
- Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.
- Practice evacuation using alternate routes to the assembly areas.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.
- Standards for a Successful Earthquake Drill:
 - The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

DUCK, or DROP down on the floor. Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

- Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- Evacuation areas will be established away from fire lanes.
- Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
- The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

- The Fire Alarm can be heard by all staff and students.
- Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- Teachers and students are staged in an orderly fashion away from fire lanes.
- Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Lockdown Drills

Lockdown Drills involve more pre-planning and organization than conducting other drills. Century Community Charter School should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 30 minutes

Lockdown drills should be scheduled with, and training should be held in conjunction with a designated Inglewood Police officer who works as a regular member of the school's safety team.

There are a number of steps that are recommended in the Lockdown Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 to 30 minute timeframe to review expectations and standards in terms of:
 - Locking doors
 - Covering windows
 - Turning off lights
 - Building barricades
 - Reviewing classroom and all clear procedures

- Reviewing off site evacuation locations.
- Send a follow-up reminder memo to your staff
- Organize your assessment team. This team can consist of volunteer parents, teachers who have no class assigned at the time of the drill and other staff members.
- Conduct the assessment.
- Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

EMERGENCY RESPONSE PROCEDURES Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

- Fire
- Peacetime Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of a Code Red/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Sniper Attack
- Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

- Inside school buildings• Immediately TAKE COVER under desks or tables and turn away from all windows• Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions b. Outside of School Buildings
- Earthquake: move away from buildings
- Take a protective position, if possible c. Explosion/Nuclear Attack:
- Take protective position, OR,
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms. E. ACTION: DIRECTED MAINTENANCE No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors. In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed. Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and head custodian. F. ACTION: DIRECTED TRANSPORTATION WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area. Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Chemical & Biological Gas Alert
- Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: GO HOME consists of:

- Dismissal of all classes
- Return of students to their homes by the most expeditious

Action: GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, and HOLD Earthquake procedures in the classroom or office

- At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
- You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
- You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.
- You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.
- After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.
- Earthquake procedures in other parts of the building
- At the first indication of ground movement, you should DROP to the ground.
- Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
- After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.
- Earthquake procedures while outside
- At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.
- If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to go home. While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.
- Fire
- All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

a. The Principal or Designee will:

- Order an evacuation if the fire alarm doesn't work Call 9-1-1
- Notify the superintendent. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office. c. Teachers will close doors upon evacuating. d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator. e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc. f. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles. g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School**a. The Principal or designee shall:**

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

IT IS THE CCCS's INTENT THAT THE SCHOOL WILL CLOSED DURING A POWER OUTAGE (THERE ARE NO WINDOWS TO ALLOW FOR NATURAL LIGHT INTO THE CLASSROOMS).

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to a local radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- Update each student's emergency card.
- Determine availability of portable lighting at site, i.e. flashlights & batteries.
- Find out that when power is lost, do emergency lights go on and do the Exit" signs remain lit
- Clear away materials and boxes from hallways and pathways.
- Check school SCE Block list to determine in which SCE block your site is located.
- Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.

- Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans
- Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- Ask your staff and students to have seasonal warm clothing available.
- Use surge protectors for all computer equipment, major appliances and electronic devices.
- If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

- According to the Telephone Company, phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- Use a buddy system when going to the restrooms.
- DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- DO NOT USE candles or gas lanterns.
- Turn off PCs, monitors, printers, copiers, major appliances and lights when
- not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- Shut off lights in unoccupied rooms.
- The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.
- If a power outage is prolonged, the principal should contact the emergency personnel for directions (release students/staff, evacuation to another site, etc.).

Last updated: 1/31/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/31/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6					23.0	8	38		24.0	8	24	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/31/2015

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English					27.0	1	10		25.0	2	11	
Mathematics					27.0	1	9		29.0		11	
Science					25.0	1	4		28.0	1	5	
Social Science					27.0	1	9		29.0		11	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.4	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/31/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	\$938	N/A	N/A
District	N/A	N/A	N/A	\$73,940
Percent Difference – School Site and District	N/A	N/A	N/A	-37.65%
State	N/A	N/A	\$4,690	\$70,788
Percent Difference – School Site and State	N/A	N/A	29.87%	-37.65%

Note: Cells with N/A values do not require data.

Last updated: 1/31/2015

Types of Services Funded (Fiscal Year 2013-14)

Century Community Charter School has the following services available to support and assist students:

- Curriculum that is a Project Based Learning model that is CCSS driven (hands-on and cross curricular)
- Differentiated instruction that emphasizes remediation, collaboration, and acceleration where necessary to meet every student's needs
- CCCS has recently purchased Achieve 3000 the differentiated reading curriculum that is computer based. This program allows students to read at his/her reading level (lexile level) and provide challenge reading assignments to boost their lexile levels.
- We are also using AIMS Web benchmarks to assess student levels in English and Mathematics. These benchmark assessments are done 3 times during the school year. The data is analyzed by department chairs and then shared with all departments. Strategies for improvement are discussed and then implemented.
- Our Better Bears Program (BBP) is our free after school program where the students receive homework assistance, and they can also sign up to participate in a variety of clubs or enrichments
- Students lacking basic skills in English Language Arts and Math participate in our Extended Day Program (EDP). The skills addressed are multiplication facts, sentence structure, vocabulary development, and basic paragraph writing.

Last updated: 1/31/2015

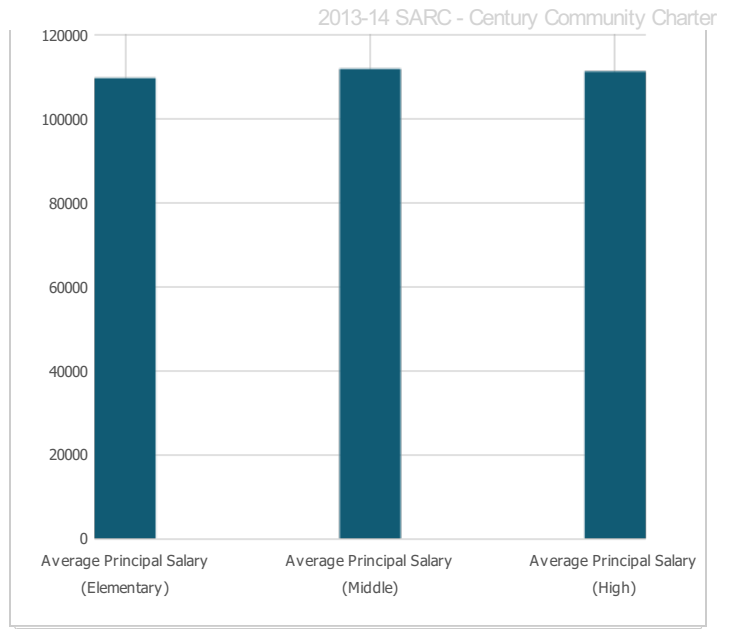
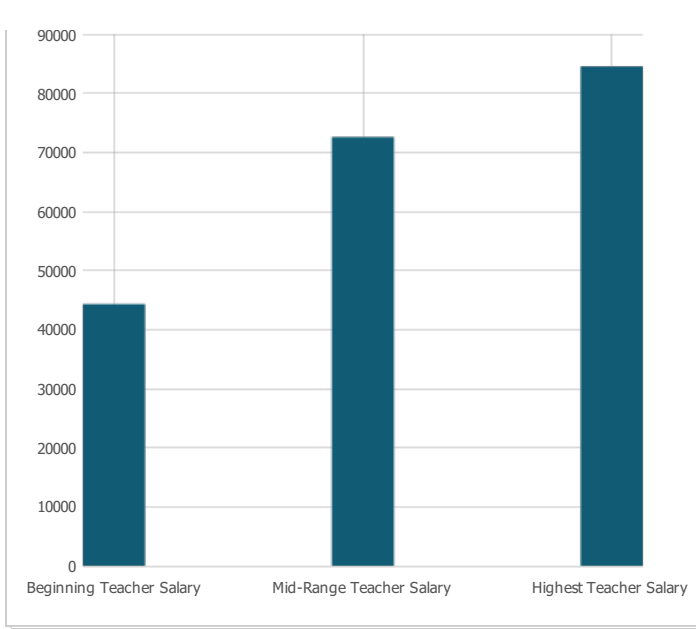
Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,301	\$41,507
Mid-Range Teacher Salary	\$72,583	\$67,890
Highest Teacher Salary	\$84,543	\$86,174
Average Principal Salary (Elementary)	\$109,553	\$109,131
Average Principal Salary (Middle)	\$111,743	\$111,937
Average Principal Salary (High)	\$111,141	\$109,837
Superintendent Salary	\$178,032	\$185,462
Percent of Budget for Teacher Salaries	45.0%	42.0%
Percent of Budget for Administrative Salaries	4.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/31/2015

Professional Development – Most Recent Three Years

Professional Development is provided to the staff in a variety of ways:

- Small groups...New teacher support, grade level and department meetings
- Individual mentoring...after classroom observations teachers meet with the Dean of Instruction to debrief (reflection statements, intervention strategies)
- Early Release Days (New Teacher Training, Back to School Training, Benchmark Assessments, Accommodations and Differentiation, Common Core pacing, Project Based Learning, Cross Curricular Planning, Analyzing mid-year Benchmarks, Achieve 3000 in the classroom, CCSS and SMARTER Balanced Assessments, ELL support strategies)

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