

CENTURY COMMUNITY CHARTER SCHOOL'S



Middle School Guidebook

For Parents

HOME OF THE BEARS

*EVERYTIME YOU SEE YOUR CHILD YOUR FACE SHOULD SHOW JOY.
EVERY CHILD NEEDS TO KNOW THAT
ONE PERSON
IS ALWAYS JOYOUS
TO SEE THEM.*

Dana Means
Principal

Brenda Garcia
Assistant Principal

CCCS is a place where relationships are developed and cultivated.
It is a place where our students are challenged to go beyond what is comfortable.
CCCS is a place where everyone works with each other.
Everyone is encouraged to tell the truth.
Everyone is encouraged to be whom they are and where we celebrate our differences as another opportunity to learn.
We pride ourselves in achieving integrity.
Friendships that have lasted for years become stronger AND your circle of friends becomes wider.
Believe it or not, this world actually exists.
It goes by the name of Century Community Charter School.

We are proud to welcome you or welcome you back to another awesome school year.

We always cite school safety as the basis for the enforcement of the school's rules and procedures. Many families associate safety with a closed campus or a security guard. While both of these factors contribute enormously to the safety of all our students, there are multiple factors that promote school safety.

Below is a list of strategies adopted by Century Community Charter School that promote a safe learning community. The strategies we use are in **bold**; the justification for the strategy follows.

1. **Our school wide discipline plan** ensures that all students conduct themselves in a manner that is representative of the responsible young adults that we are teaching them to become.
2. **Instruction in conflict-resolution/anger-management strategies during Advisory.** This instruction assists students in formulating an emotional bag of tricks. How do I deal with anger? What decisions do I make that indicate I am an honest person? How do I settle an argument with my friend or my teacher? What does a teenager with courage and integrity look like?
3. **Effective teaching, using a combination of direct instruction, projects, tests, and activities,** help students to demonstrate their understanding of the information as presented in multiple ways; this limits class disruption.
4. **Strictly enforced rules and procedures** create order. Everyone follows the same steps, rules, and code of conduct, as written in this handbook. There are no exceptions in the application and enforcement of these rules and procedures. Everyone learns "school etiquette".
5. **Identification of at-risk students and providing additional support** keeps students focused.
6. **Family support of the rules, policies, procedures, and educational program.** When students see families and CCCS working together, they see a united front. This allows students to concentrate solely on their job of being a student. Students who see the school and families in a distrustful relationship spend their energies on pitting the two against each other.
7. **Strict adherence to a uniform dress code sets the school tone.** Middle school students who look like students tend to speak like, and act like, achievers. A strict policy takes the emphasis off individual differences and puts it on the community. A uniform policy that is not followed defeats the purpose of uniforms. **Uniforms:**
 - a. Decrease violence and theft because of clothing and shoes.
 - b. Instill discipline among students.
 - c. Reduce the need for administrators and teachers to be 'clothes police' (for example, determining whether shorts are too short, etc.).
 - d. Reduce distractions for students
 - e. Instill a sense of community.
 - f. Help us recognize those who do not belong on campus.

Middle school is a big step and a big change for both students and parents.

In middle school, students are faced with many new opportunities and challenges. Middle school students change classes and have more teachers to deal with. The school is often bigger and the coursework is more difficult.

Middle school students are expected to be more independent, focused, and responsible. Most students are excited yet apprehensive about their middle school. The Bridge Program at CCCS was designed to alleviate these fears. During the Bridge Program, students meet their classmates, teachers, administrators and support staff. Students learn all the policies!

During middle school is it imperative that parents talk to their middle schooler and listen to what they have to say. Let them know that you're there to help them make the transition to middle school as smooth as possible.

This is not just a transition for students, it is also a period of adjustment for parents. Your child is growing and changing and you will see their focus shifting from families and school to friends and friends! As middle schoolers become comfortable with school they do become socially active and it becomes more complicated and difficult to be a parent. THIS is the focus of our Parent Meetings/Classes--suggestions, studies, and other parents helping each other negotiate these teen years.

During middle school, it is critical for you to be involved at school. You need to make sure that your children are making good choices and that they're doing well in school. Now, more than ever your child needs your guidance, encouragement, love, understanding, and MODELING!

We believe that communication between school and home is critical. We believe that our responsibility is to keep families informed of your child's progress. Written reports are sent with students to families on an as needed basis.

If you ever wish to meet with your child's teacher(s) at any other time, please contact the office to schedule an appointment. You may also receive a request from your child's teacher for an appointment, please respond in a timely manner. When we work together to make your child successful, our chances of positive results improve significantly.

When a student's grade(s) is of concern for a family, we ask that you follow these steps:

1. Talk with your child first. Ask him/her to explain the situation with the grade(s). **Parents please believe us when we tell you that 99% of what they tell you initially is NOT the entire story. It takes us hours of probing to find the underlying cause of the incident every time.**
2. Read the grading policy of the teacher. This may answer the question of why the student has received the grade or explain how the assignments add up to the current average i.e., whether the scores are weighted or if the average is calculated on total points.
3. Check to see if there is an assignment description on PowerSchool. If the assignment appears in navy blue on the Class Score Detail page, there is a link to more information. This link may help in understanding what was involved or expected for a particular assignment.
4. Check the date of the assignment. Remember that early in the quarter overall grades can fluctuate dramatically because of the lack of assignments in the grade book.
5. Finally, the school requires that families have specific papers in hand before contacting teachers about grades. Being able to look at the assignment with your child can usually answer your questions.

Come down and speak with the teacher, the only time they will receive an update is once every five weeks. By then, what started out as a small problem could balloon into a major issue. With TeleParent, you can take care of the problem immediately.

If you still need to email, call, or set up an appointment with the teacher, he/she will be happy to answer your questions. **We have asked teachers to try to respond within 48 hours; remember each teacher can have up to 150 students.** If you decide to email a teacher before you have the paper in hand, teachers have been instructed to respond that they will gladly speak to you about the grade when the paper is sent home. Each teacher has a website which provides a direct link to homework assigned.

We communicate with families through:

1. Teleparent (see explanation below)
2. 3-Week In Danger of Failing notices
3. 6-Week Progress Reports
4. Weekly **Wednesday** Newsletter
5. Family access to PowerSchool
6. Facebook
7. Teacher Weebly
8. Emails

When you receive FAILURE NOTICES, read them! Please do not call the office or email the teachers. **The Notice tells you WHY!**

Immediate Notification . TeleParent allows teachers to inform parents of their child's behavior, performance, and achievement as often as necessary, every night if needed. With just one phone call, parents are empowered with knowledge that will help their children to learn, giving them a better chance of success in the future.

TeleParent makes positive and negative phone calls in your home language.
Make sure your phone number remains current so you do not miss these important calls.
If you miss a Teleparent call DO NOT call the school!

Use the school calendar that shows when each grading period begins and ends, when In Danger of Failure Notices go home, when Progress and Report Cards are available for **Parent Pick up**.

The calendar also gives the date of Parent Meetings/Classes, Parent Conferences, Fundraisers, and vacations. **Be sure to keep it handy!**

Getting students through middle school and onto college is an enormous undertaking, so it is time to:

Build your Village!

"It takes a whole village to raise a child" –Nigerian Proverb

The basic meaning is that child upbringing is a community effort. The responsibility for raising a child is shared with the larger family (sometimes called the extended family). Everyone in the family participates especially the older children, aunts and uncles, grandparents, and even cousins. Even the wider community gets involved such as neighbors and friends. Children are considered a blessing from God for the whole community. Let them know that you may need their assistance this school year. Do not wait until the last minute to put out a call for assistance.

So, what does this mean for you? Who can help with the following?

- Transportation
- Meetings
- Picking up progress reports and report cards
- Technology: Who has a computer/printer that always works?
- School translation when our translators are unavailable
- School supplies....?
- Homework: Math? Proof reading?
- Buying things.....raffle tickets, cantina food
- Volunteering? Have any special talents to share?

EVERYONE wants to help a kid doing well in school. Everyone wants to see them try new things and go new places. Just ask! Last time we checked, the answer "No" doesn't hurt!

Parents follow the rules and require students to follow them!

After-School

1. Where do I go? What do I do? Who is picking me up? **Make sure students know your wishes BEFORE arriving at school!**
2. **Students may not leave campus and return unless accompanied by parent or guardian.**
3. Students from neighboring schools may not come on campus unless they are accompanied by an adult.
4. **Older siblings from neighboring high schools must wait outside the gate for their sister or brother; they may not come inside.**
5. Once the 3:30 bell rings students must be:
 - o IN Better Bears Tutoring, or
 - o IN a Club meeting, or
 - o IN a practice, or
 - o OUT the gate

Attendance

One absence per semester is reasonable. Extended absences must be cleared through the Office. **Excused absences are only those permitted by the California Education Code.**

Excused absences include:

- o Bereavement 1 – 3 days depending upon location
- o Court Appearances
- o Illness
- o Doctor/Dental Appointment
- o Religious Observance

Excused tardies include:

- o Bereavement
- o Court Appearances
- o Illness
- o Doctor/Dental Appointment
- o Religious Observance

We are asking families not to plan family trips or vacations during school time. We have adjusted the school day and year to meet the needs of our children. Families will need to do their part. School is primary and important; vacations and trips are secondary.

Families are given ONE hour of volunteer time for every month their child comes to school on time without absences.

Students with excessive absences and tardies will be referred to the School Attendance and Review Board (SARB). SARB can and will refer excessive attendance issues to the Inglewood District Attorney. **We must make the issue of attendance and punctuality a priority.**

If your child is absent for more than FIVE (5) days and we do not hear from a family member, we will dis-enroll the student from CCCS.

Unexcused Absences:

- **Family Excuse** - An absence with permission but not under the "excused absence" section. Absences to visit relatives or to attend a marriage or vacation are considered unexcused absences. The student may not be allowed to make up missed assignments. **Family Emergency is an unexcused absence.**
- **Truancy** - An absence from class or classes without the family' or school's knowledge or permission. A student will receive an "F" for each class missed and will not be allowed to make up the work. Students who exhibit a continual problem with attendance will be referred to the Student Attendance Review Board (SARB).

Bullying

Many young people have a good idea of what bullying is because they have seen it at school; they will NOT see it at CCCS. Bullying happens when someone hurts or scares another person on purpose and the person being bullied has a hard time defending themselves. Usually, bullying happens over and over.

- Punching, shoving and other acts that hurt people physically
- **Spreading bad rumors about people.**
- Keeping certain people out of a "group".
- Teasing people in a mean way.
- Getting certain people to "gang up" on others.
- Bullying also can happen on-line or electronically. Cyberbullying is when children or teens bully each other using the Internet, mobile phones or other cyber technology. This can include:
 - Sending mean text, e-mail, or instant messages;
 - Posting nasty pictures or messages about others in blogs or on Web sites;
 - Using someone else's user name to spread rumors or lies about someone.

Please review the CCCS Anti-Bullying Policy in Appendix 1. We need YOU to encourage your MIDDLE SCHOOLER to report instances of bullying to the Office immediately!

Cell Phones and E-Readers

We want to expend all our time on your children's education, not being the "rule police."

Students MAY NOT bring cell phones to CCCS. This includes during school, after school, during Better Bears, Saturday School, dances, parent meetings...they are NOT allowed on campus for students.

Century Community Charter School is a safe environment for your child. You know where they are. In an emergency, families can contact the office for assistance with their middle schooler. **Students WILL go to Better Bears to complete homework while waiting for you IF an after school club or enrichment is cancelled.**

1st time a student is caught, the parent will have to have to pick up the device from the principal's office.

2nd time the student is caught---The electronic device will be left in the office until June.

Please Note: We hold our 8th graders to a higher standard and in doing so, second semester brings greater consequences. 8th graders caught with illegal electronics CAN LOSE 8th grade activities and graduation.

Complaints

Many of the complaints made regarding CCCS are when parents do not get their way. Public school has taught us that if we yell loud enough and long enough we will get our way, even if our way hurts the growth and development of students. We need parents to know that:

- Safety is first at CCCS! Anyone (staff, parents, students) who intentionally or unintentionally put our school or students at risk is dealt with swiftly!
- The Administrators (Means/Garcia) know everything that goes on in and around CCCS, including Facebook. We listen to and read everything.
- We are here to make sure every child that wants to attend a quality high school and go to college can! We do that by a combination of listening, teaching, leading by example, and talking.
- All decisions are made with the students' best interests at heart **keeping in mind how it affects the entire community.**
- CCCS gets to the truth in 98% of the instances that occur on campus and many times off campus when it spills into school.
- Demanding and pointing turns everyone off and your cause or intention is lost.

Complaints continued

- Century Community Charter School is independent of Century Housing Corporation. Calling or visiting there is the same as calling or visiting Target to complain.
- Emails to the school board are sent back to the Principal---**the board sees, hears, reads, and decides as a group only at public Board Meetings.**
- Lennox School District does not handle our complaints.
- Before you complain make sure you have all the facts. When dealing with school personnel you will NEVER know/have all the facts because it is a privacy issue guaranteed by law. When dealing with students other than your own you will NEVER know/have all the facts because it is a privacy issue guaranteed by law.

To Complain:

1. Email Mrs. Means: dmeans@centurycharter.org.
2. Please see Appendix 2 for our Uniform Complaint Procedure form.
3. If you are not satisfied, fill out a complaint form. You can get the form in the office or request, at jhicks@centurycharter.org, that it be emailed to you.
4. Attend a Board Meeting and express your complaint or comment there. Complaints/comments are limited to 3 minutes for each person. (Keep in mind the Board will listen to everything but is under no obligation to respond)

Computers at Home

Students must have access to the Internet and a printer. Take time to show your child how to check the ink in the printer. It seems "The printer isn't working" is the new version of "The dog ate my homework." **It is an excuse teachers will not accept.** **If your child is printing a paper or project THE NIGHT BEFORE IT IS DUE something is wrong!**

If having a computer and Internet is a financial burden, we ask parents to evaluate the middle schooler's electronics. Games, iPods, cell phones, and the like are wonderful but not necessary for school success; **a working computer and printer are tools that all students need to continue on to high school and college.**

Discipline Policy

At CCCS we have 30 Bear Basics (our rules to live by). Please see Appendix 3 to review our Bear Basics.

Each teacher has a discipline plan in force in his or her classroom. Students get three chances to change their behavior before being sent to the office.

Once sent to the office, students are counseled (getting to the heart of the behavior and how to stop it), given an appropriate consequence, and sent back to class. Parents receive copies of all referrals when progress and report cards are distributed every 6-weeks.

Mrs. Yarbrough and Ms. Garcia handle discipline. They investigate, listen to all sides, and make a **final consequence decision. Once the consequence is established the family is called. FAMILIES need to support the school consequence as the way we change the behavior. All of our children are good kids.....who break rules and must accept the punishment.**

Detention. Students will receive lunch detention or after school detention as a consequence for breaking a school rule or not following a specific policy.

- **Lunch Detention** is held in the teacher's classroom that is holding detention for a specific grade level.
- **After school Detention** will be held in the classroom of the teacher where the child broke rule or didn't follow a specific policy. Detention will end exactly at **3:30 pm**. Please wait patiently for your child if he/she has after school detention. Please ask your child for an after school detention slip noting the infraction.

Suspension is the temporary removal of a student from school, one to five days in length. Suspensions are used for fighting, serious acts that violate school policies, and when other forms of consequences have not worked. **When students are suspended, they may not make up work!**

Discipline continued

Suspensions are not placed in student's permanent records; however, **high schools do ask for recommendations from the Principal about behavior, they want to know if they have been suspended!**

Expulsion is the permanent removal of a student from school and is done by **the SCHOOL BOARD**. The Principal recommends to the Board that a student's behavior is so severe that they must be removed from the school. The Board then votes! **No child has ever been expelled from CCCS.**

Enrichment Activities

We offer a wide variety of clubs and Saturday activities for our students. ALL students are encouraged to join ONE club and attend ONE Saturday enrichment activity each month.

We cannot emphasize enough the need for students to participate in activities that stimulate and enrich them outside of school hours. Enrichments and Clubs are one of the components that contribute to a well-rounded high school and college application. **Students must learn to balance the rigors of academic and extra-curricular activities now.** We provide these supplements to our curriculum to assist families. Please take advantage of them.

Clubs and Enrichment activities are posted on the Student Activities Board in the main hallway.

Family School Partnership Act: THE LAW

The Family-School Partnership Act is a California law that allows families, grand families, and guardians to take time off from work to participate in their children's school or childcare activities. The law (Labor Code Section 230.8) first took effect in 1995. Its provisions were expanded in 1997 to add licensed child day care facilities to the kindergarten-through-grade-twelve levels included in the original legislation.

What opportunities are offered under this law?

If the following criteria are met, you may take off up to 40 hours each year (up to eight hours in any calendar month) to participate in activities at your child's school or day care facility:

- You are a family, guardian, or grand family who has custody of a child enrolled in a California public or private school, kindergarten through grade twelve, or licensed child day care facility.
- You work for a business that has 25 or more employees at the same location.

*This law also requires employers to grant release time to parents when the school **REQUIRES** the parent to sit in class with the child.*

Please see the Family-School Partnership Act brochure which is included in your Orientation Packet

Field Trips

Field trips are not optional. **Field trips are not optional. Field trips are not optional.** YES, they must go. Students who do not attend the school-wide field trip need to be kept at home and will receive a zero on any given assignments. Each child is asked to donate \$5.00 per fieldtrip to help defray the cost of the bus.

Students are given ONE permission slip for the trip and should return it immediately to school. **Parents need to fill out and sign the entire permission slip.** Students who forget their permission slip will not attend and will receive 0's on assignments that are linked to the trip **AND be responsible for any fees for the trip.** Let's practice being successful.

Fundraising

A large part of CCCS's success is because we do not have a few parents fundraising. ALL of our parent understand why they **CHOSE** CCCS. We offer a "private" school education free of charge. Our fundraisers are vital. All money goes

Fundraising continued

right back to OUR students in the form of fieldtrips, transportation, hands-on learning materials, incentive programs, awards, campus beautification, sports programs, elective materials and supplies. **NO child will be prohibited from participating because of the non-participation in school-wide fundraisers.**

Grading

The GPA is an average of a student's grades. Grades have been converted to a 4.0 scale, with 4.0 being an A, 3.0 being a B, and 2.0 being a C.

A = 4.0+	Honors Level
A- = 3.7	
B+ = 3.5	
B = 3.0	
B- = 2.7	Minimum acceptable GPA at CCCS
C+ = 2.5	
C = 2.0	
C- = 1.7	
D = 1.0	
F = Below 1.0	

Rubric Scale

- 4 - Consistently above grade level
- 3 - Grade level proficiency
- 2 - Partial grade level proficiency
- 1 - Not meeting grade level proficiency

Students must carry a C+ average in Honors level classes.
In order to play sports at CCCS Students MUST have a 3.0 or above and no U's
CCCS is grooming STUDENT-ATHLETES!

Grade Weight Descriptions or How much do things count

1. **Assessments--Formative and Summative:** Tests, quizzes, personal communication, or projects that assess if a student has met the standard(s).
2. **Activity:** a work product intended to complete in class, within a class period.
3. **Participation:** verbal/kinesthetic demonstration of content knowledge and skill within the classroom. Includes getting to class on time.
4. **Homework:** Work either completed or finished outside the classroom intended to improve content proficiency and comprehension that is due the following class period. Includes reading and writing assignments AND bringing of books/materials to class.

Grade Weights

Assessments:	40%
Activity	30%
Participation	10%
Homework	20%



Food at School

We strongly recommend that parents teach their middle-schoolers responsibility by teaching them how to make a healthy lunch and being responsible to pack and bring that lunch to school every day. We understand students forget and there are exceptions; however, **parents cannot deliver lunches to students daily;** it is disruptive to the school.

Food Reminders:

1. Do not bring lunch to the yard for your child; you must come through the office.
2. Fast food is frowned upon, **sodas are forbidden.**
3. We understand kids forget their lunches, we discourage parents from bringing lunches to school daily, it disrupts the classroom and office.
4. If you bring food to school, you will be responsible to deliver it to your child **during lunchtime.**

Homework

Parents, you must take total control of homework. It is your job to make sure it is completed each night. We can assist you with ideas, but HOMEWORK is a HOME responsibility.

It is the middle schooler's responsibility to get the homework from school notes. Students who have questions should ask A FRIEND FIRST! If the student still has questions, they can contact their teacher.

Each student at Century Community Charter School has a minimum of 2 hours of homework per night, for at least 5 nights per week. As a minimum, each student should devote at least 30 minutes per subject toward reading their text, a novel, remembering prior knowledge, and practicing prior skills.

Families: CCCS sets itself apart from all middle schools by expecting academic and behavioral excellence from our students. We are preparing your child for the rigors of high school and college entrance. These behaviors must be developed and practiced everyday!

Homework is given every night for every subject!

Homework is given every night for every subject!

Homework Expectations

1. Students write down their homework in each class in their Agenda. **Students are instructed to copy homework exactly as written by the teacher.**
2. An adult family member checks their Agenda every night.
3. Students will complete all homework assignments as designated by their teachers.

Students who are absent from a class period are responsible for acquiring and completing all assigned homework. Students must **check their teachers Weebly websites to get their homework.**

Families should rely on students NOT the Weebly for homework! They are NOT designed to be use daily, it is ultimately for absences and emergencies.

.Invoices and IOU's

Parents will receive invoices (bills) monthly. Please pay them promptly and do **not allow balances to accrue**. Mrs. Melgar, our Assistant -Office Manager, will make payment plans with families.

Students may sign an IOU to purchase binders, novels, homework agenda's, and pay for fieldtrips. Families will be billed! Please make your directions for the use of IOU's are clear to your child. **Additionally if students do not have lunch on special food days, we will give them an IOU so they can eat.**

Parents need to give students explicit instructions for using IOU's.

Language

No disrespectful or foul language, gang related terms, or derogatory racial remarks will be tolerated in the school or on school property. This includes writing on clothing.

Social English is the language of everyday communication in oral and written forms. Examples include:

- When your students are talking to their friends on the playground or in the school bus;
- When you and your students are having an informal face-to-face conversation; or
- When your students go to the grocery store and read the shopping list.

Academic English and Social English are not two separate languages. Academic English is more demanding and complex than Social English. Academic English is the language necessary for success in school and in business; it is NOT talking white. It is related to a standards-based curriculum, including the content areas of math, science, social studies, and English language arts. Students are required to speak in academic English while on campus.

Pick-up and Drop-Off of Students

All families are reminded that **Staff members in the parking lots and around school, during drop off and dismissal**, are here to serve our community. **EVERYONE must abide by the directions given.** Abusive behavior or language directed toward **the CCCS Staff will not be** tolerated. Anyone who becomes abusive toward staff members assisting during these critical times will not be allowed on the CCCS campus. We must be the models of the behavior we expect from our children. "Cussing someone out" is NEVER acceptable under any circumstances at school.

All students must be DROPPED-off on Grevillea Avenue:

- Inside the gate.
- Outside the Arbor Vitae gate, or
- In front of the school (they must walk around)

PLEASE DO NOT drop-off or pick up in a car ANYWHERE but inside the gate.
If you do, the STUDENT will receive 7 AM Detention.

We know it can be inconvenient, however, it must be done to ensure the safety of the students. **This is serious!**

After 3:30 pm, families must exit the car to pick up students from the Gym during Better Bears tutoring.

BUSSES take precedence over cars! If the kids are on a trip we will not let parents in the gates until the children have safely disembarked from the bus. We KNOW it is inconvenient, however, your children are safe.

Parents please be aware that irrational behavior violates the California Education Code (punishable by fine or imprisonment) and will not be tolerated at CCCS. We realize it is an inconvenience to drive around the block or park a few blocks away; however, we do it to ensure your child's safety.

When students are on fieldtrips we will not open the gate for families until AFTER the busses have come and gone. Families, please park in the neighborhood, where you can see the busses that circle the block OR put off your pick up time. Safety is our primary concern, we want our students to arrive safely back at CCCS in the gate. The irrational display of behavior sets a poor example for our students. Please be mindful that every policy, procedure, and rule is designed to keep our students safe; we can only do this with parental support.

PowerSchool

Powerschool is our student management system. Parents are given access to the teachers' grade books. This gives families the ability to monitor student progress. All families will receive their passwords and log ins at **Orientation**. *It is critical that parents learn how to use all the features of PowerSchool so that they may assist their child.* We will continue to train parents at Parent Meetings.

Progress Reports and Report Cards

You should expect to pick up your child's progress report or report card **EVERY 6-weeks**. We give parents one day to pick them up, and then they are sent home with the students. Invoices (IOU's) are included with each progress or report card that must be paid **BEFORE** the report card is released. If you are having difficulty paying the invoice, please call Ms. Annie Alvarez **before the reporting period** to make arrangements.

Please refer to the school calendar and Weekly Newsletters for the exact dates.

3-Week	In Danger of Failing
6-Week	Progress Report
9-Week	In Danger of Failing
12-Week	Progress Report
15-Week	In Danger of Failing
18-Week	Report Card

Rewards and Consequences

Rewards are given as an incentive for positive behavior. We try to make certain the reward is attainable, but they have to work to receive it.

Types of rewards

- Encouraging words
- Line up privileges
- Homework pass
- Free Dress
- Den activity
- Food treat
- Extended lunch
- Certificate

Consequences are more effective when they are reasonable and logical. CCCS tries to fit the consequence to the infraction. See the Discipline section for explanation of consequences.

Snitching

If your family subscribes to the campaign of "No Snitching" CCCS is NOT the place for you. We are a community and in order for our safe community to survive, we rely on our **community** members to REPORT incidents **THAT AFFECT THEIR COMMUNITY**. This is called responsibility not snitching.

Families must remember that the Columbine, Oxnard, and Florida school shootings happened because students did NOT report. It is NOT snitching when it protects safety and well-being of a student or community.

We **expect** that students will report any incident that they witness or are a part of that makes them uncomfortable or fearful. **ALL students should feel comfortable and safe on campus.**

Technology and the Teenagers

Keep your child SAFE and out of the court system:

- Read texts
- Establish a phone usage curfew (phone gets collected by the parent at a certain time)
- Know your child's friends
- Be on his/her friend list on Facebook / Myspace (language on these sites are clues as to the language used when texting). **CCCS discourages membership for students!**
- Check the bill statement (who is your child communicating with frequently and at what time?)

Most importantly, TALK to your child before something happens

Uniforms

The only things that can be multi-colored are socks! Everything else is SOLID navy blue, black, white, or gray.

TIES: Each class is assigned a color tie

6th Grade: Green 7th Grade: Red 8th Grade: Blue Honor Tie: Yellow

UNDERGARMENTS: Undershirts for boys and girls and bras for girls shall be a neutral tone determined by the individual skin tone, unmarked, tucked in at all times, and appropriately sized.

SHIRTS: Shirts or blouses shall be collared, white, unmarked, appropriately sized, and tucked in at all times.

SHORTS AND SKIRTS shall be between 2 inches above or below the knee and appropriate size. Ex., Not tight or loose.

SWEATSHIRTS and Spirit T-Shirts: purchased from CCCS (Optional)

Sweaters and Jackets Navy blue uniform sweaters and jackets are purchased from Buy Me This School Uniforms. (One or the other required)

SHOES: Lace up tennis shoes with arch support that are NOT skateboard shoes. Must be a running shoe. Nike, Adidas, Puma are always on sale at Big 5. If unsure, ask!

SOCKS/TIGHTS: Students must wear socks daily. Socks may be multi-colored. Tights should be white, black, blue or gray.

HATS/BEANIES/CAPS: May only be worn outside when dictated by the weather.

PANTS: Pants shall be navy blue in color, appropriately sized (*Girls do not wear tight pants and Boys do not wear baggy pants*), and hang between the ankle and 1" above the shoe bottom, no rubber bands at the end of the pants legs. **Boys cannot sag. Loose Capri pants are permitted but spandex-like clothing of any kind is not permitted. NO CARGOS PANTS.**

BELTS: If students have on pants, they ***MUST BE*** worn with a black or brown leather/simulated belt. Belt buckles shall be unmarked.

TURTLENECKS, DICKIES, AND UNDERSHIRTS FOR COLD: during cold weather, we suggest layering. Turtlenecks, Dickies and T-shirts worn under the white shirt can be navy blue, black, white, or gray.

JEWELRY: Stud earrings only; No hoops or hanging earrings. Small religious symbols are the only necklace allowed.

HEAD WARE: Boys may not wear anything on their heads at school except hats.

Girls may wear headbands, clips and/or ponytail holders in the colors of solid navy blue, black, white, or gray; when weather permits girls may wear hats outside.

Hair should **NOT** be dyed, streaked, or cut in away that calls undue attention to the hair---**WATCH THOSE SPIKES!** The emphasis at CCCS is on academics, not the latest and hippest hair fashion trend.

Extras: Please refrain from wearing these to school, they are not age-appropriate!

- Acrylic nails
- Make up
- Hair dye
- Excessive piercings.

You shall not wear any jewelry or clothing that have images of drugs nor may infer gang/criminal involvement, or mistake you for gang/criminal.

Free Dress

- For girls, NO: tights pants, spandex, short shorts, mini skirts or dresses, torn jeans, halter tops, spaghetti straps, exposed bras, exposed cleavage, high heels, open toe shoes, or sandals
- For boys, NO: tight pants, excessively baggy pants, sagging pants, exposed underwear, shirts with inappropriate language, torn jeans, or torn shirts

Volunteer Hours

Most of our parents work! Please read the Family-School Partnership Act info above. You can trace school achievers to parental involvement. **We do not allow students under the age of 18 to complete Family Hours; the purpose is for PARENTS AND GUARDIANS to become active in the education of your children.** Family hours are not transferrable from one person to another.

Family volunteer hours are strongly encouraged. Research indicates that student success is directly linked to parental participation. Middle school is the time for families to participate fully in the educational process. Families are encouraged to complete 40 hours minimum for one student and 60 hours for two or more students per School Year. Families are able to complete volunteer hours by signing up and following through with completing the task(s).

We do not recommend that you wait until the end of the school year to fulfill your volunteer hours and fulfill your commitment.

Facts About Your Middle Schooler

They are not your little babies any more, they are middle schoolers, teens, hormone balls of fire; wonderful little adults in training.

Intellectually

- Display a wide range of individual intellectual development as their minds experience transition from the concrete stage (things they can see) to the capacity for abstract thought (things they can visualize)
- Are very curious
- Prefer active over passive learning experiences; favor interaction with peers during learning activities
- Exhibit a strong willingness to learn things they consider useful; enjoy using skills to solve real life problems
- Are egocentric; argue to convince others; exhibit independent, critical thought
- Consider academic goals as a secondary level of priority; personal and social concerns dominate thoughts and activities
- Experience the phenomenon of metacognition --the ability to know what one knows and does not know
- **Are intellectually at-risk; face decisions that have the potential to affect major academic values with lifelong consequences.**

Moral and Ethical Development

- Are essentially idealistic; **have a strong sense of fairness in human relationships.**
- Experience thoughts and feelings of awe and wonder related to their expanding intellectual and emotional awareness.
- Ask large, unanswerable questions about the meaning of life; do not expect absolute answers but are turned off by trivial adult responses.
- Are reflective, analytical, and introspective about their thoughts and feelings.
- Confront hard moral and ethical questions for which they are unprepared to cope.
- **Are at-risk in the development of moral and ethical choices and behaviors; primary dependency on the influences of home and church for moral and ethical development seriously compromises adolescents for whom these resources are absent; adolescents want to explore the moral and ethical issues which are confronted in the curriculum, in the media, and in the daily interactions they experience in their families and peer groups.**

Psychological Development

- Are often erratic and inconsistent in their behavior; anxiety and fear are contrasted with periods of bravado; feelings shift between superiority and inferiority.
- Have chemical and hormonal imbalances that often trigger emotions that are frightening and poorly understood; may regress to more childish behavior patterns at this point.
- Are easily offended and are sensitive to criticism of personal shortcomings.
- Tend to exaggerate simple occurrences and believe that personal problems, experiences, and feelings are unique to themselves.
- Are moody, restless; often feel self-conscious and alienated; lack self esteem; are introspective.
- Are searching for adult identity and acceptance even in the midst of intense peer group relationships.
- Are vulnerable to naive opinions, one-sided arguments.
- Are searching to form a conscious sense of individual uniqueness "Who am I?"
- Have emerging sense of humor based on increased intellectual ability to see abstract relationships.
- Are basically optimistic, hopeful.
- [Are psychologically at-risk; at no other point in human development is an individual likely to encounter so much diversity in relation to oneself and others.](#)

Physical Development

- Experience accelerated physical development marked by increases in weight, height, heart size, lung capacity, and muscular strength.
- Mature at varying rates of speed. Girls tend to be taller than boys for the first two years of early adolescence and are ordinarily more physically developed than boys.
- Experience bone growth faster than muscle development; uneven muscle/bone development results in lack of coordination and awkwardness.
- Reflect a wide range of individual differences. Boys tend to lag behind girls. There are marked individual differences in physical development for boys and girls. The greatest variability in physiological development and size occurs at about age thirteen.
- [Face responsibility for sexual behavior before full emotional and social maturity has occurred.](#)
- Show changes in body contour including temporarily large noses, protruding ears, long arms; have posture problems.
- Are often disturbed by body changes:
 - Girls are anxious about physical changes that accompany sexual maturation.
 - Boys are anxious about receding chins, cowlicks, dimples, and changes in their voice.
- Experience fluctuations in basal metabolism, which can cause extreme restlessness at times, and equally extreme listlessness at other moments.
- Have ravenous appetites and peculiar tastes; may overtax digestive system with large quantities of *improper* foods.
- Lack physical health; have poor levels of endurance, strength, and flexibility; as a group are fatter and unhealthier.
- Are physically at-risk; major causes of death are homicide, suicide, accident, and leukemia.

CCCS has a wonderful library that parents can use to their advantage. Book titles help parents navigate those most serious topics with their children. **Books are available before all Parent Meetings.** It is unfortunate that publishers have not caught up and provided these same titles in Spanish. We continue to look for sources.

School Hours

School/office opens	7:30 a.m.
Classes Begin	8:00 a.m.
Classes End	3:02 p.m.
Snack Break and Dismissal	3:02 p.m. - 3:15 p.m.
Better Bears Hours	3:15 p.m. - 6:00 p.m. Monday – Friday (4:30 p.m. on Minimum Days)
Office Hours	7:30 a.m.- 3:30 p.m. Wednesday 8:30 a.m. – 4:00 p.m. and by appointment
Early Release Days (ERD)	Dismissal at 12:30 pm. (Students not going home may remain until 3:00 pm. They will be supervised by our TA's and Ms. Yarbrough until 3:15, and then they will check in to BBP and they must stay until 5:45).

Administrative Staff:

Dana Means	President of Century Community Charter Schools, Inc. Principal of Century Community Charter School
Brenda Garcia	Assistant Principal
Tamara Fulton	Dean of Instruction
Julie Hicks	School Administrator
Tony Hong	IT Coordinator
Dwayne Burke	Facility Manager
Annie Alvarez	Office Manager
Margarita Melgar	Assistant Office Manager
Vera Yarbrough	Counselor Better Bears Coordinator
Paola Galacia	Office Assistant
Christina Foley	Office Assistant

Century Community Charter School's School Board

Edward Evans, Community Member
Antonio Vasquez, Community Member
David Norris, Community Member
Dr. Zanj Avery, College Professor
Brenda Garcia, Teacher and Administrator
Richard Steward, Community Member and Educator

The Board Agenda is posted 72 hours before the meeting as required by law. The Board meeting dates are on the school calendar.