



Century Community Charter School
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July 1, 2020 – June 30, 2025 Renewal Petition

Respectfully submitted to Lennox School District on

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Affirmation and Declaration

As the authorized lead petitioner I, Dana Means, hereby certify that the information submitted in this petition for the renewal of Century Community Charter School (“CCCS” or the “Charter School”), operated by Century Community Charter Schools, Inc., located within the boundaries of the Inglewood Unified School District and authorized by the Lennox School District (“LSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition renewal does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Century Community Charter Schools, Inc. declares that it shall be deemed the exclusive public school employer of the employees of Century Community Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973,

Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. However, beginning January 1, 2020, the Charter School will comply with new teacher credentialing requirements in Education Code sections 47605(l) and 47605.4, enacted with Assembly Bill 1505, including that all teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

The Charter School shall comply with the California Fair Employment and Housing Act (“FEHA”) Cal. Gov. Code, § 12900 *et seq.*)

Dana Means
Principal

Date

Executive Summary & Accomplishments

General Information

Century Community Charter School is a middle school in the city of Inglewood, currently within the boundaries of the Inglewood Unified School District. In 2019, CCCS engaged a commercial real estate broker to search for available or soon-to-be-available facilities within the boundaries of Lennox School District that met the school’s needs. Despite an exhaustive search, “there are no properties available in the geographic area that qualify for [our] school building criteria.” The “search included all properties both for lease and for sale.” Included in the appendices are the details of this search.

The Charter School was established in 2005 as a response to strong parent interest for more middle schools with lower enrollment and single-track scheduling. The Century Community Charter School development team consisted of staff from Century Housing Corporation, a not-for-profit housing developer, and Century/Learning Initiative For Today, an after school tutoring program in and around affordable housing. This team has been featured in articles in *The Wall Street Journal*, *Los Angeles Time*, *Urban Land Magazine*, and *Los Angeles Daily Journal*. Since then, CCCS has developed a robust team of administrators, teachers, and other support staff to oversee the management of our Charter School.

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Email Address	dmeans@centurycharter.org
School website	www.centurycommunitycharter.weebly.com
Grade Configuration	6, 7 and 8
Term of this charter renewal	July 1, 2020 – June 30, 2025
Original Charter	July 1, 2005 – June 30, 2010

Accomplishments Since Charter Renewal

Century Community Charter School currently serves 450 students in the city of Inglewood. With each new school year, there is a waiting list of an additional 50 students hoping to get into CCCS. Our Charter School has a reputation for being safe, academically rigorous, with a culture and climate that promotes inclusion, teamwork, competition, fairness, and fun. CCCS prides itself in the Den system that is unique to our Charter School. We are the Home of the Bears with five Dens that provide a family-like experience.

Student Achievement

As demonstrated under the “Charter Renewal Criteria” section below, CCCS has demonstrated growth in its students’ academic achievement over the past charter term, and has performed at a higher level than its comparison schools in both Lennox School District and Inglewood Unified School Districts.

School Climate

CCCS works very hard to ensure that our school climate is safe, welcoming, inclusive, rigorous, fair, and loving. The results of our annual parent, student and staff surveys reveal that we are meeting our school climate goals, with respondents giving averages above 4.0 (on a scale of 1.0 – 5.0) to questions regarding the Charter School’s physical environment, teacher interactions, student interactions, leadership and decisions, discipline and management, learning and assessment, attitude and culture, and community.

In the 2018-19 school year, we implemented an extended school day on Wednesdays. Parents voted via survey to approve this change in scheduling and the change was supported by our Charter School board as well. The extended day will allow for us to still emphasize our culture and climate activities without compromising on instructional time.

Also in 2018-19, we implemented a new early start for teachers twice per month on Mondays. This early start allows for teachers to check in with grade level teams and/or departments, and it allows for administration to meet with new or struggling teachers before the work week begins.

CCCS continues to rely on Positive Behavioral Interventions and Supports (“PBIS”) as its method for addressing student behavioral issues. In 2018-19, we implemented Check In Check Out to further enhance PBIS. This method focuses on positive encouragement from both staff and students. We are proud to report that since our last charter renewal we have had limited student suspensions, indicating that our approach to student behavioral issues is working.

Our after school program, Better Bears Program (“BBP”) was re-worked in 2018-19 to correspond with the renewed focus on emphasizing homework. CCCS plans to include a music program that will allow students to sign-up for musical instrument instruction.

To ensure the mental health and wellness of our students, CCCS employs a full-time, on-site therapist to serve our students and families, as well as provide professional development to our staff. In addition, we have created a Mental Health and Wellness team to address issues related to student mental health to ensure the continued mental and physical safety of our students and campus.

We also enjoy a 98% average daily attendance rate.

We enjoy longevity in our faculty tenure, with one-third of our teachers having served CCCS students for more than 10 years, and nearly half have been serving students between 5 and 9 years. We are especially proud of our ability to retain our well qualified and engaged teaching staff.

Strategic Partnerships

College Success Services – We partner with College Success Services to provide workshops to CCCS parents, showing them how to create a plan of action to encourage their children on their paths to college and help them address and overcome any obstacles that may get in their way.

Loyola Marymount University (“LMU”) Innovation in Digital Education and Leadership (“IDEAL”) Program – Since 2017-18, we have partnered with LMU’s IDEAL Program, which provides professional learning in teaching and leadership through the integration of technology for the benefit of all students. The program is a 2-year professional development partnership that will lead to CCCS becoming an LMU IDEAL Partnership School. As a partnership school, we will be identified as partners in a grant-funded initiative introducing and integrating Blended Learning into our school site. The Blended Learning model is an opportunity for the students to learn at their own pace, at their own level, through small group instruction, individual collaborative practice and using adaptive and assignable software. This program allows teachers to get immediate data on student learning and differentiate instruction in order to maximize student success.

Looking to the Future

In the 2019-20 school year, we are implementing a program of intensive support in mathematics for our 6th grade students who come into our school lacking basic math skills. This intensive focus will ensure that our students will make sustained progress toward achievement goals.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: "The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal."

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: "For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used."

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: "The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school."

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: "When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any."

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see CAASPP Reports attached in the appendices):

Analysis of Century Community Charter School Data

Century Community Charter School California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018	2019
Schoolwide	ELA	30%	45%	46%	44%	45%
	Math	16%	23%	27%	24%	17%
Hispanic or Latino	ELA	26%	40%	45%	44%	47%
	Math	12%	18%	26%	24%	18%
Black or African American	ELA	30%	N/A	54%	48%	42%
	Math	15%	N/A	33%	16%	17%
Economically Disadvantaged	ELA	28%	44%	46%	42%	44%
	Math	14%	21%	26%	23%	16%
Students with Disabilities	ELA	N/A	13%	28%	18%	14%
	Math	N/A	3%	13%	5%	6%
English Learners	ELA	2%	17%	21%	16%	25%
	Math	2%	7%	13%	8%	4%

Analysis of Comparison Schools Data

Comparison Schools That Century Community Charter School Students Would Otherwise Be Required to Attend

School	Schoolwide Assessment	2015	2016	2017	2018	2019
	ELA	26%	25%	25%	24%	

Crozier (George W.) Middle	Math	16%	14%	13%	10%	
Lennox Middle	ELA	32%	26%	26%	27%	
	Math	19%	16%	18%	20%	

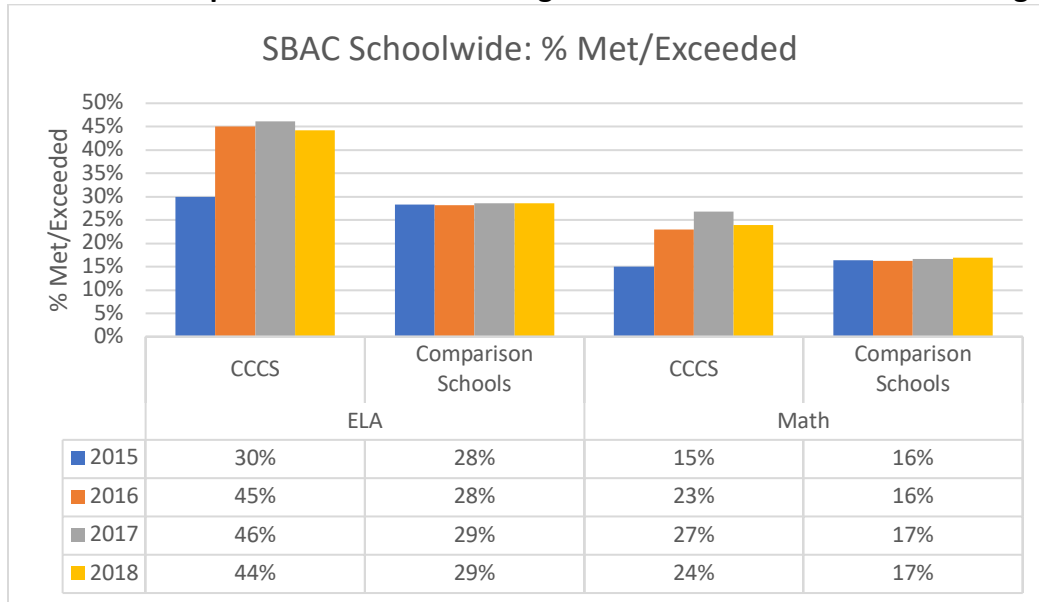
Comparison Schools That Are Demographically Similar in Inglewood Unified and Lennox Districts

School	Schoolwide Assessment	2015	2016	2017	2018	2019
Century Academy for Excellence	ELA	6%	10%	17%	18%	6%
	Math	3%	5%	10%	7%	3%
Crozier (George W.) Middle	ELA	26%	25%	25%	24%	26%
	Math	16%	14%	13%	10%	16%
Grade Hopper Stem Academy	ELA	27%	31%	24%	24%	27%
	Math	5%	7%	9%	5%	5%
ICEF Inglewood Middle Charter Academy	ELA	18%	18%	17%	26%	18%
	Math	7%	6%	6%	8%	7%
Lennox Middle	ELA	32%	26%	26%	27%	32%
	Math	19%	16%	18%	20%	19%
Monroe (Albert F. Middle)	ELA	29%	31%	35%	29%	29%
	Math	14%	16%	18%	13%	14%
Wilder's Preparatory Academy Charter Middle	ELA	43%	76%	76%	73%	43%
	Math	34%	54%	44%	49%	34%

Century Community Charter School has shown steady growth on the Smarter Balanced Assessment Consortium (“SBAC”) assessments since the test was introduced, and over the last three years, has consistently surpassed the comparison school average in both English

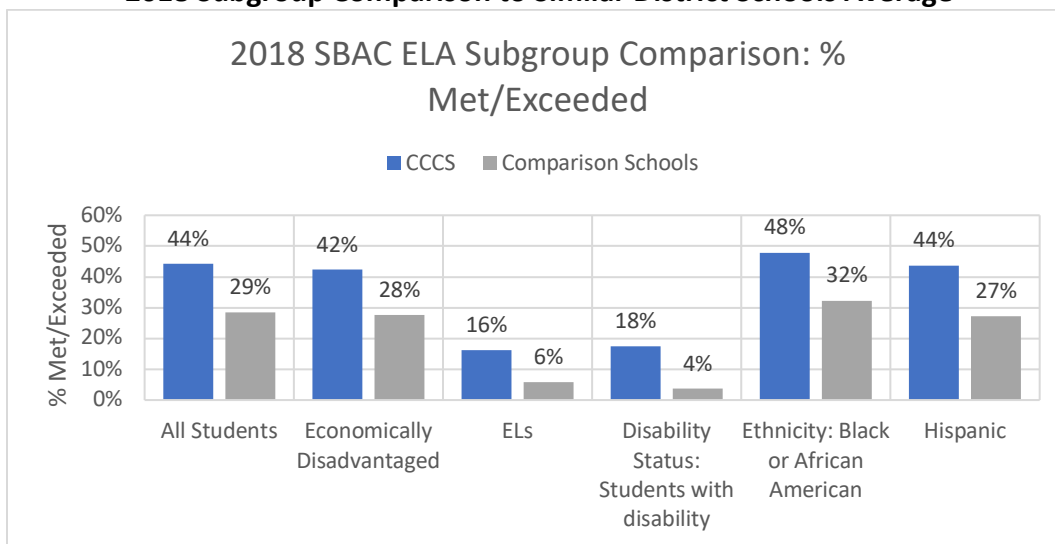
Language Arts/Literacy (“ELA”) and mathematics. In 2017-18, 44% of CCCS students met or exceeded standards in ELA, exceeding the comparison school average of 29% by 15 percentage points. Similarly, CCCS students exceeded the math comparison school average by 7 percentage points – 24% met or exceeded at CCCS compared to 17% at comparison schools.

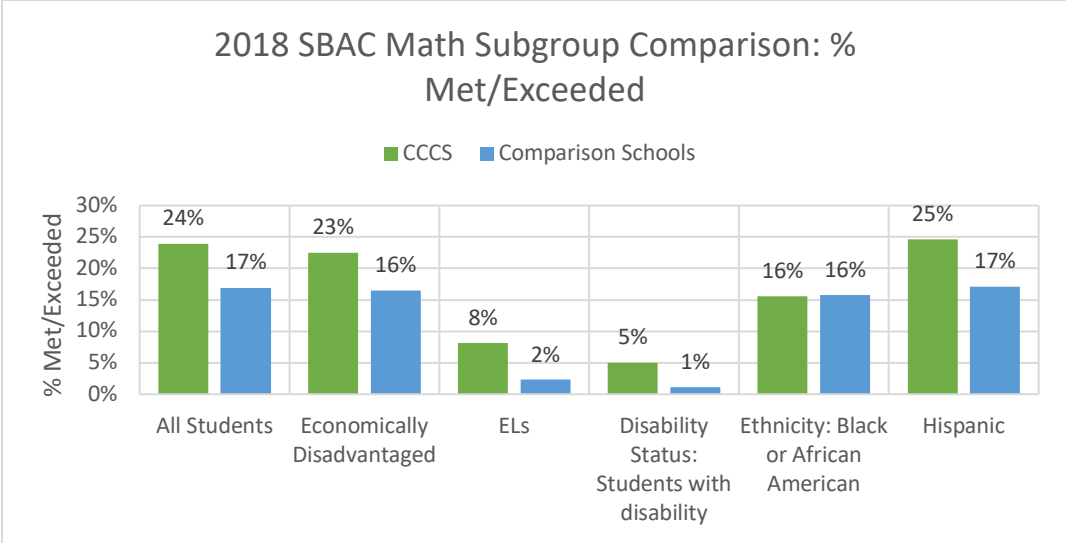
SBAC Grade 6-8 Comparison to Lennox and Inglewood Schools with Similar Demographics



Each of Century Community Charter’s significant subgroups also performed better on the SBAC than similar subgroups at comparison schools in 2018. They exceeded every subgroup by at least 10 percentage points in ELA and all subgroups but one (Black/African-American) by at least 4 percentage points in math.

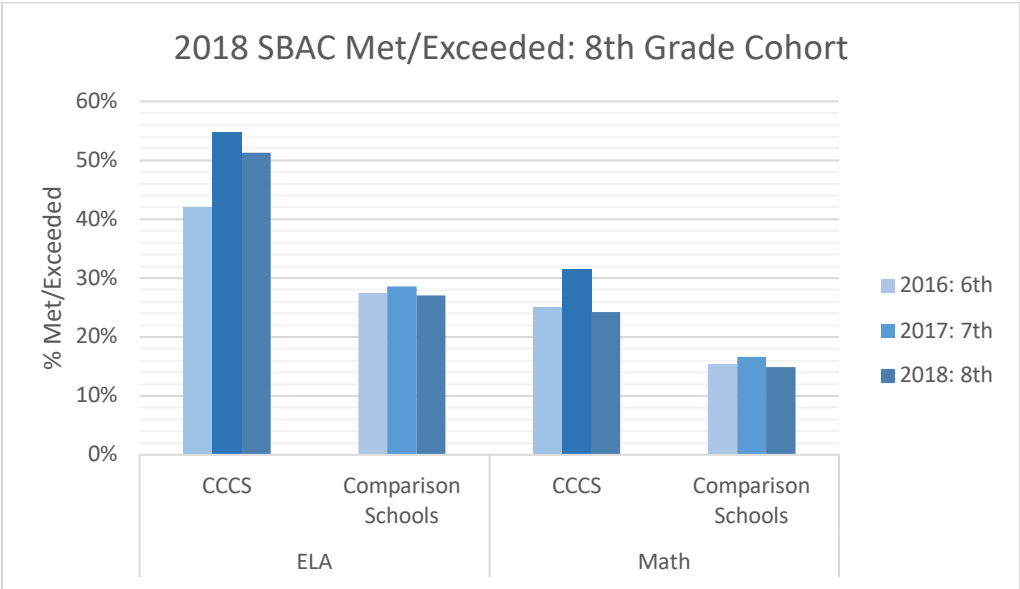
2018 Subgroup Comparison to Similar District Schools Average



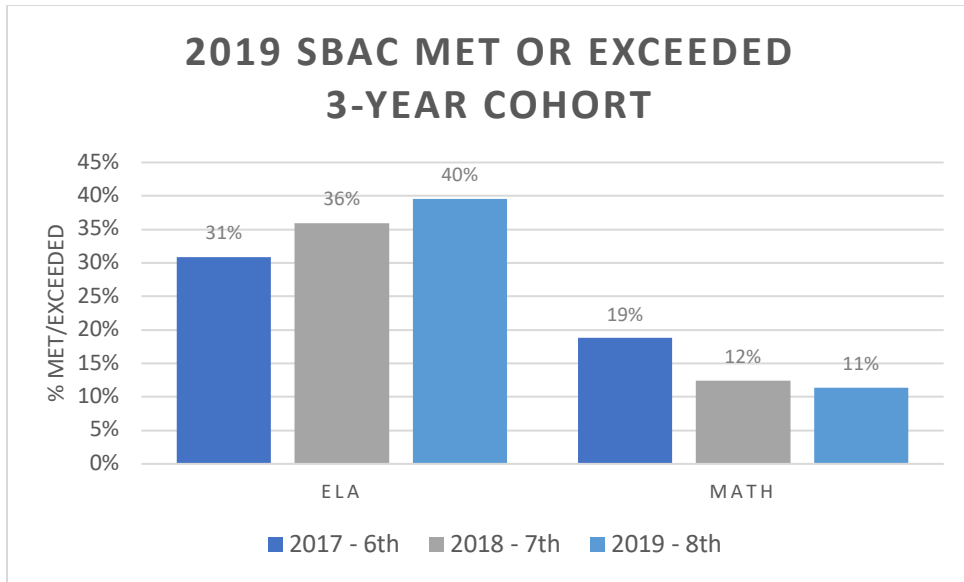


The cohort of students who graduated from Century Community Charter in 2018 also surpassed the performance of the same grade level cohort at comparison schools. Century 8th graders scored 51% met or exceeded in ELA compared to 27% for comparison schools, and 24% in math compared to 15% for comparison schools.

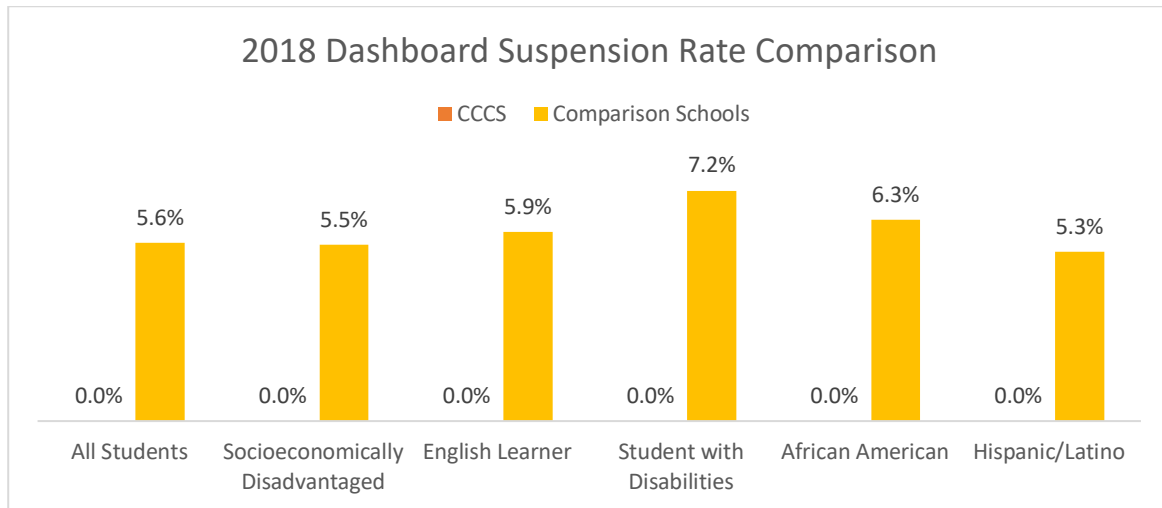
2018 Graduating 8th Grade Cohort Performance on SBAC



Although comparison data is not yet available for 2019, Century’s new graduating class of 8th graders also progressed in ELA over three years from 31% met or exceeded when they were 6th graders to 40% when they were 8th graders. Math performance was not as strong for this cohort of students.



For 2018, Century Community Charter also maintained a 0% suspension rate for all subgroups. The comparison school average was above 5% for all subgroups.



Overall, we are producing growth in our students over time and have been exceeding the average performance of other schools that also serve high populations of low-income students in neighboring districts.

Element A: Educational Philosophy and Program

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

Education Code Section 47605(b)(5)(A)(ii).

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.

Vision

The vision of Century Community Charter School is to create a highly accountable model of innovation with well qualified teachers guided by the core principles. The Charter School's objectives are that students in grades 6 through 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.

Educational Philosophy

The core values of Century Community Charter School reflect best practices researched in high performing schools that consistently produce well-educated, urban students prepared to enter and succeed in post-secondary education. Century Community Charter School believes that learning best occurs through:

- Small Learning Environment – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the Charter School.
- Student Engagement – Student voice is essential in all aspects of the Charter School that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team.

- Increased Time on Learning – All students must have sufficient time in school to learn successfully. The Charter School will offer a school year of at least 175 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in 109 minute blocks of time to allow for focused in-depth learning.
- Instructional Delivery that Benefits English Learners (“ELs”) – Post-secondary education readiness requires proficiency in English for all students. Instructional strategies that support EL students, such as scaffolding, showing pictures, letting students out of their seats, allowing students to touch their learning, sitting the student in the front and creating small groups, are provided for all CCCS students.
- Rigorous Standards – We believe that students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through experiencing real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. Examples of projects and real life applications in which CCCS students have engaged are:
 - Dissecting frogs and cow eyeballs while studying organs and bones
 - Building DNA, plant and animal cells out of candy
 - Going to Catalina to study biological sciences and going to Astro Camp to study physical science.
 - Going on fishing trips and going to Costa Rica while studying ecology
 - Flying at Universal Studios in the flight simulator while learning concepts about physics and flight
 - Reenacting the American Revolution at Riley’s Farm.
 - Learning about the Holocaust and increasing awareness of diversity and cultural understanding by visiting the Museum of Tolerance while reading “The Boy in the Stripped Pajamas.”
 - Going to the Science Center to experience the “King Tut: Treasures of the Golden Pharaoh” exhibit while studying ancient Egypt in Social Studies
 - Leadership class students receiving first-hand experience learning about Skid Row by volunteering at the Union Rescue Mission, Downtown.
 - Developing and maintaining an ongoing “sister-school” relationship with the Dragon School in Beijing, China and having 8th grade students travel to China in 2018 and 2019.
 - Visiting Washington, D.C. to connect to the 8th grade History curriculum, and visiting New York to connect to our Musical Theater curriculum.
- Integrated Technology – Students and teachers have adequate access to technology so that it can be used effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that allow

immediate access to student progress data for teachers, students and their parents. All classrooms are equipped with Promethean Boards. CCCS is a one to one student to laptop school. Every classroom is equipped with 33 laptops. Sixty iPad minis are used for our web-based Achieve 3000 differentiated reading program, and every teacher has their own laptop. Additionally, each student has their own google classroom account.

- Character Development Program – Students come to realize they are a part of a loving and nurturing environment. The climate and culture of Century Community Charter School is one where our school community members build relationships. By way of these relationships, staff are both warm and demanding. Through their warmth, students know they are loved and by being demanding, students understand they must meet the high expectations established. There are character traits of the month that are taught and have corresponding activities in Advisory classes. We also have our Extended Day which is every Wednesday. The Extended Day allows for the focus on Social Emotional Learning (“SEL”) that is tied into our monthly character traits.
- Mental Health Focus - Century Community Charter School is committed to the whole child. Our Charter School has developed and continues to enhance a school-wide mental health framework to better serve our community. Our mental health team meets regularly to plan our monthly parent wellness meetings, create our monthly wellness newsletter, discuss resources and updates as it relates to community partnerships and Professional Development for all our school staff. As a school we implement Social Emotional Learning through advisory, collect data from staff and students through surveys and screenings, and collaborate to actively analyze this data to assist in the necessary next steps to meet the needs of our community.
- Principal Leadership – Our Charter School has an exemplary principal who is a capable instructional leader in managing resources. Our principal has been a part of the CCCS community since 2005, first as a teacher, then as an administrator assisting the principal. CCCS School Board interviewed several potential applicants upon the resignation of the then-principal in December 2012, and our current principal stood out as the best fit for CCCS. Professional development and growth for our principal is provided through in-depth leadership training and mentoring with other principals who have demonstrated success in their respective schools and through collaboration with the California State University, Los Angeles Math Department.
- Well Qualified Teachers – Knowing that students learn best with teachers who know their subject field, teachers are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students; we search for and develop these skills in our teachers. Our teachers work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility.

1. Teachers are continuously trained throughout the year through various professional developments and specialized conferences:
 - a. National Council of Teachers of English Conference
 - b. National Science Teaching Association Conference
 - c. National Council of Teachers of Mathematics Conference
 - d. Buck Institute for Education, PBL Conference and PD's
 - e. LMU-IDEAL institute partnership in Blended Learning
 - f. Illuminate Data Assessment Conference and Professional Development
 - g. Los Angeles County Office of Education subject matter specific professional developments
 - h. TEAL Technology Enhanced Arts and learning professional development
- Parents as Partners – Parents are meaningfully and actively engaged in their children's education. They have a right to choose to send their children to excellent high performing schools. Parents are responsible and accountable for supporting their children's learning at school and at home. They understand what it will take to prepare their children for post-secondary education, and they support the goals of the Charter School through their voice and through volunteering.

The following Century Community Charter School strategies promote a safe learning community.

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 the Parent-Student Handbook. There are no exceptions in the application and enforcement of these rules and procedures. Everyone learns "school etiquette." CCCS staff and students follow our 30 Bear Basics. Bear Basics are our "words to live by," which create an environment that holds students accountable and rewards students for appropriate behavior.

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 Charter 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. 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. Uniforms:
 - Decrease violence and theft of clothing and shoes.
 - Instill discipline among students.
 - Reduce the need for administrators and teachers to act as 'clothes police' (for example, determining whether shorts are too short, etc.).
 - Reduce distractions for students.
 - Instill a sense of community.
 - Help us recognize those who do not belong on campus.
8. Extracurricular student involvement. A large body of research exists that indicates that extracurricular activities improve students' self-esteem, self-perception, grades and health, as well as lowering absenteeism and reducing disciplinary problems.
9. When students feel a part of the Charter School, they are protective of the environment, which decreases vandalism and graffiti.

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.

How Learning Best Occurs

Learning best occurs when students and teachers feel engaged in the learning process. Students need to be internally motivated to learn, and should be inspired and challenged by teachers. Ideally, teachers and students should act as partners working to advance students' educational and personal development.

Within the context of a small learning community, learning best occurs when the students understand the relevancy of what they are learning and can apply that learning to constructive

projects and activities. Nothing motivates student learning more than understanding how a piece of information or skill will be valuable to him or her.

Applying knowledge and skills to projects or problem solving also facilitates cross-pollination among the disciplines, which enhances comprehension of the subject areas individually and gives the student a complete picture of how bodies of knowledge fit together. Learning best occurs at CCCS because the Charter School provides and supports:

- Educational goals that are clear and concise
- Mutual respect
- Integrity
- Opportunities for leadership and service
- Oral and written competence
- Responsible citizenship in an ethnically and culturally diverse society
- Academic excellence
- Integrated real-time technology
- A holistic approach in the development of the whole child
- Experiential opportunities with a global perspective
- Student-centered collaborative learning groups
- Flexible grouping
- Business and Community Partnerships
- Meaningful, on-going parent involvement
- Qualified, energetic, creative and committed teaching staff
- Computer and hands-on professional training in student-centered, standards-based instruction and authentic assessment
- Teaching and learning best practices that engage students in the learning process

So far, as it is possible and efficient, learning at CCCS best occurs when students “discover” the knowledge for themselves. Self-directed learning is inherently more satisfying and engaging for students than simply direct instruction. Students feel more confident and are likely to explore topics more deeply when they have discovered the knowledge themselves.

Students learn best in an interdisciplinary and innovative, traditional site-based environment that promotes enhanced learning opportunities by providing:

- **An Integrated Curriculum** – Century Community Charter School uses a common curriculum (for each grade level/course) and a common set of assessments that are aligned with the curriculum. The curriculum is aligned with state content standards, including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and all other applicable content standards (hereinafter, collectively “State Standards”). Assessment tools include standardized tests, curriculum-specific tests, and performance assessments that are used to continuously monitor students’ learning progress. Century Community Charter

School places a heavy emphasis on teacher learning as well as student learning. [J. Beane, "The Middle School: The Natural Home of Integrated Curriculum" in Educational Leadership, volume 49, issue 1, October 1991]

- **Class Size and School Size Are Small** – Century Community Charter School believes that a school should be an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment, where staff and students know and respect each other and each other’s similarities and differences. [D. Meier, The Power of Their Ideas: Lessons for America from a Small School in Harlem. Boston: Beacon Press 1995]

- **Curriculum is Meaningful** – Century Community Charter School believes that students must see the real life relevance of the material that they are studying. They must also see the relationship of the various academic courses to each other and to the real world. [Standard Based Networks Conference, held in Irvine CA, August 1997] Examples of how CCCS has made learning “real” for students in the past include:
 - 6th graders- after a trip to the local park and recreation center, students interviewed workers and observed the park areas. Students were then charged with creating a plan to enhance the park and recreation center that would meet the growing needs of the community. Students created 3-D models and a commercial promoting the newly renovated park.
 - 7th graders- students created a presentation of oral and digital storytelling based on the events in the novel “Immigration Song.” The project consisted of immigration stories constructed from both personal interviews, students’ own creative writing, and first person narratives. Students presented their creations during an exhibition open to CCCS and its community.
 - 8th graders- Students created a podcast or video to answer the question, “Do we think Christopher Columbus discovered America?” After doing research and collecting evidence, students produced an original song, poem, or spoken word piece from a perspective of their choice. This was followed by a video/podcast stating their point of view. The podcast/video was made public by uploading it to the History Alive YouTube Channel.

- **Educational Objectives are Detailed, Quantified, and Measurable** – Century Community Charter School offers a comprehensive academic program in the study of English Language Skills, Mathematics, Science, History/Social Science, Visual and Performing Arts, Human Development, and a STEM enrichment, Physical Education, and Character Education. CCCS believes that a school should engage students in a clear and concise instructional program, with educational objectives that are detailed, quantified and measurable. Students must know what is expected of them and must be held to the highest academic standards. The Charter School must support the students as they engage in reaching these State Standards. The standards must never be lowered; the students must be assisted to reach them. [Linda

Darling-Hammond and Carol Ascher, "Determining Who Is Responsible For What and To Whom" Eric Clearinghouse on Urban Education, NY 1989]

- **Parents Understand and are Invested in the Educational Goals** – Parent engagement is highly encouraged and expected at Century Community Charter School. Parents are active participants in various workshops, committees and meetings through which they are informed and educated on school policies, educational goals, educational software and ways in which they can assist their child to be successful. To this end, CCCS has an agreement that outlines what is expected of parents with respect to participating in their children's education. [C.R. Belfield and Henry M. Levin, "A Metaphorical Proposal for School's Expectations of the Home Role, in Administrator Wed Edition, September 2003]
- **Additional Learning Opportunities Offered** – Student support programs are offered beyond the extended school day and extended school year. Century Community Charter School offers an after school tutorial the Better Bears Program enrichment, a summer Bridge program for new students, and referrals to partners for social services support. BBP offers homework assistance, mathematics literacy development, and enrichment opportunities. The Saturday School focuses on additional homework assistance, targeted tutoring in language literacy development, targeted tutoring in mathematics literacy development, intensive support in writing skills development, and targeted tutoring in reading comprehension. Century Community Charter School partners with local educational and business institutions to offer additional tutoring opportunities, mentoring, enrichment opportunities and job skills training. [J. Kozol, *Savage Inequalities: Children in America's Schools*, Harper Perennial, 1992]
- **Non-Core Curriculum Includes Technology, Arts, and Character Development** – Students are expected to demonstrate skills in information retrieval, data acquisition, communications, research, use of various software, internet and email competence, and multimedia presentations. These skills are acquired through technology use for educational purposes and technologies are infused into actual core subject areas.

Arts education is critical to the building of self-esteem, school engagement, and self-discovery. By working in both the visual and performing arts, students make connections between various arts forms and are encouraged to think in an interdisciplinary way. Working in the arts promotes complex thinking that requires nuance judgment and involves the integration of multiple criteria that demands independent thinking. The visual and performing arts program fosters artistic expression that leads to deep involvement in thinking processes and discovery by students.

Character development is also critical to the building of self-esteem, school engagement, and self-discovery. By examining the influence that parents, relatives, grandparents, friends, and society have on their perceptions of the world and how those perceptions modify their behavior in it, students learn that their value systems, ways of perceiving

things, ethics and guidelines for interpreting their life's activities are, in part, inherited from the collective ideas and perceptions of others. Character development through Advisory programs fosters students' abilities to look at issues from multiple perspectives, to be able to step back from "hot button" issues and develop their own personal, self-management behavior model which will allow them to learn, to reason, to think creatively, to make decisions, and to solve problems. In addition, character development/Advisory fosters individual responsibility, sociability and integrity to enable students to mature into responsible, critical thinking adults. [SCANS Report Title: What Work Requires of Schools, A SCANS Report for America 2000, <http://wdr.doleta.gov/SCANS/WHATWORK/whatwork.html>]

- **Mutual Accountability** – People perform best when they know most clearly what is expected of them, as well as the consequences of meeting (or failing to meet) those expectations. Everyone in Century Community Charter School's community has a hand in determining the Charter School's academic and behavioral standards, and stakeholders join together in monitoring individual and collective progress of the Charter School. The Charter School's Local Control Accountability Plan ("LCAP") is used to track school-wide goals and spending. Appropriate incentives are instituted, with the aim of maximizing each individual's accomplishments. The feeling Century Community Charter School fosters is one of ownership – it should be second nature for every member of the Charter School's community to think of Century Community Charter School as "my school." This is also evidenced in CCCS's mantra, "Once a Bear Always a Bear."

- **Middle School Completion Is an Expectation for Every Student** – Century Community Charter School is committed to the goal of maintaining a 95% attendance rate. Of the students who enter Century Community Charter School on the first day of sixth grade and are continuously enrolled until eighth grade culmination, at least 90% will culminate. 8th graders participating in culmination must meet the following criteria:
 - Have a minimum GPA of a 2.0
 - No F's
 - No U's
 - No more than 1 D

An Educated Person in the 21st Century

The Secretary's Commission on Achieving Necessary Skills ("SCANS") report developed by the U.S. Department of Labor in 2001 outlines what skills will prepare today's youth to participate in the modern workplace. The report breaks down these skills into "foundation skills" and "competencies." The former includes communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, competencies, information gathering and processing skills, and the ability to find, organize and deploy resources. CCCS agrees in large part with this report's conclusions and believes that educated people in the 21st century must

possess many of these skills in order to reach their potential and be productive members of society. To function effectively in the environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums
- Communicate effectively using spoken words, written text, and symbols (mathematical and graphical)
- Think creatively and logically to make decisions and solve problems
- Adapt to change and work within a multi-cultural society

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to have a passion for learning and for asking questions and getting information. In addition, an educated person is self-motivated and driven to learn throughout his or her life. Furthermore, an educated person will also need to have extensive computer skills. As information and communication move to a digital medium, the computer in its many forms will continue to grow in importance.

Student Population to Be Served

The Charter School serves students from Lennox, Inglewood, Hawthorne, Los Angeles Unified, and Lawndale School Districts. 86% of Century Community Charter School students come from the city of Inglewood, 10% from Lennox, and 4% from other cities. 88.3% of our student population are classified as socioeconomically disadvantaged. The ethnic makeup of our student population closely reflects the ethnic makeup of Lennox School District, with 91.2% of our students identifying as Hispanic; 4.9% African American, and less than 5% Asian.

The target population for Century Community Charter School is middle school-aged students that have faced significant school challenges, including challenges that are academic, behavioral, or social. CCCS supports and enriches the academic and behavioral lives of students who have been low achievers and previously unsuccessful in traditional school settings. CCCS's regular school day sequentially flows into an after school program, thus providing additional academic support for students who are most vulnerable and likely to engage in at-risk behaviors.

Century Community Charter School provides an academically enriched middle school environment that support and enriches the academic lives of our students. Our students have typically been unsuccessful in traditional school programs. Clear definitions of what students should know and be able to do in each of these areas at each grade level have determined the content of the curriculum, teaching strategies, and provide a perspective for selecting and training teachers.

Projected Enrollment for Next Five Years

Year	Grade Level	# of Students
2020-2021	6-7-8	450
2021-2022	6-7-8	450
2022-2023	6-7-8	450
2023-2024	6-7-8	450
2024-2025	6-7-8	450

*CCCS has an average of 50 students on its wait list each year.

Curriculum and Instructional Methods

Century Community Charter School’s philosophical base and organizational structure of its academic curriculum is aligned with the State Standards, including the Common Core State Standards, Next Generation Science Standards, and all other applicable state content standards. CCCS has aligned its desired exit outcomes, multiple measures of assessment, and relevant classroom instructional methods and materials with the State Standards. The theoretical framework for the Charter School’s curriculum is humanistic, project-based, and interdisciplinary in approach to provide students an academic learning environment that is personally fulfilling and relevant to the world around them.

Century Community Charter School organizes the design and implementation of its educational program around the following curricular and instructional dimensions applied to each of the core academic content areas discussed in the next section:

- **Instructional Objectives.** Definitions of what will be taught and learned (i.e. the State Standards for each area of the curriculum as identified by subject in the next section). Teachers are required to post SMART objectives on the board in every class. These objectives are tied into the Bloom’s Taxonomy. Not only do students understand the learning objectives, they also understand what order of thinking must be utilized for the objective to be met.
- **Instructional Design.** Strategic selection and sequencing of information to be taught, including what to teach, when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization. Teachers use a backwards design model in establishing standards, goals and objectives for each lesson. All units are required to outline:

- Standard(s)
- Summative Assessment(s)
- Essential Questions
- Bloom’s Taxonomy Levels
- Depth of Knowledge
- Major activities
- Formative assessments
- Cross curricular connections
- Blended Learning

From the Unit Plan, approximately 6 weeks of lesson plans are created. Lesson plans include daily SMART objectives, guided instructional practices, student activities, and opportunities to differentiate, enrich, remediate, and accommodate. Within the lesson plan design, the 109-minute instructional block of time is broken into mini-blocks that allow time for independent practice, cooperative learning, and teacher-led small group instruction through blended learning.

- **Instructional Delivery.** Teachers at CCCS utilize the following methods of instructional delivery during each 109-minute instructional block:
 - Direct Instruction is teacher centered. The teacher is guiding the instruction. This approach is utilized to introduce/motivate students, provide examples, model, and provide scaffolds to address gaps in understanding.
 - Discovery Learning allows students to become actively involved while encouraging questions to explore answers and explanations.
 - Inquiry Learning is where students form hypothesis, collect data, draw conclusions, reflect, and evaluate. This typically takes place in our science classes, as well as our STEM class.
 - Cooperative grouping allows students work in small heterogeneous and homogeneous groups, based on student need. The cooperative grouping allows students to develop positive relationships, communicate effectively, and develop leadership qualities.
 - Individual Instruction meets the specific needs of a particular student. This model allows for modification of time, activities, or materials. This method is most often utilized for students with special needs.
 - Technology is used to enhance instructional practices. The technologies used at CCCS are iPads, laptops, Promethean Boards, LCD projectors, and video/audio recording devices.

- **Differentiation.** In weekly lesson plans, teachers must designate where in the lesson they are providing differentiation and how. The differentiation takes place by providing scaffolding for struggling students, by providing technology tools, peer assistance, more visual aids, as well as front loading concepts. For our students who are considered our gifted learners, there is an Honors Program in grades 7th and 8th. In our Honors classes,

students receive more opportunities to explore content they are studying. This is also done in the regular classes, because there is only space for 30 students in 7th grade and 30 students in the 8th grade to be in our Honors Program.

- **Assessment.** CCCS students are assessed using a CCSS-aligned benchmark assessment tool Three times a year students in grades six through eight are tested using the Illuminate Assessment System, once in August, again in February, and lastly in June. The scores are analyzed by the Department Chairs and then the results along with strategies for improvement are shared with the staff for cross-curricular lesson planning support. Within each unit of study, formative assessments are administered, and every unit concludes with a summative assessment that is CCSS-aligned. Students not meeting benchmarks are referred to our Extended Day Program, Saturday School, and/or Math Fundamentals. Students will also be assessed using the CAASPP SBAC Interim Assessment Blocks (“IABs”) in ELA and Math. The IABs are administered several times during the year, focusing on smaller sets of concepts and generating data that can be analyzed more frequently and with more fidelity.
- **Instructional Materials.** Establish criteria for selecting instructional materials that:
 1. Have appropriate sequencing of content, skills, and strategies.
 2. Provide an adequate number and range of examples.
 3. Address prerequisites for learning through a sufficient review of previously taught content skills and strategies.
 4. Include assessment tasks that parallel the content to be mastered.

Century Community Charter School’s teachers received training from Insight Education on Unit and Lesson Planning. Our Department Chairs are well qualified in the area of curriculum and instruction. With their guidance and mentorship, teachers write their own curriculum. This curriculum remains the intellectual property of CCCS, and provides future staff, parents, and community an overview of our Core Subjects’ Scope and Sequence.

Course Descriptions

Science

In middle school science, CCCS students balance conceptual thinking with hands on approach to learning the concepts of earth, life, and physical sciences. Students are able to discover, practice, and analyze information through scientific investigations and experimentation. As the NGSS and CCSS affirms, reading in science requires an appreciation of the norms and conventions of the discipline of science, including understanding the nature of evidence used, an attention to precision and detail, and the capacity to make and assess intricate arguments, synthesize complex information, and follow detailed procedures and accounts of events and concepts. Students also need to be able to gain knowledge from elaborate diagrams and data that convey information and illustrate scientific concepts.

Textbooks and Resources: Students' understanding of science concepts are initially developed through scientific discovery and a background connect. Thus, we use textbooks are used as a source of reference, practice, and guidance. We also use online resources such as Achieve 3000, brain-pop, science-buddies, various education web videos, an Interactive Science Notebook, and the Legends of Learning in connection with Promethean Tables. Each of these resources are aligned with CCSS because they provide students with opportunities to comprehend and break down written information, write stories and summarize readings, develop arguments based on evidence, practice active listening skills and synthesize complex information.

Adoption of Instructional Materials: Science is most effective and engaging to students when they have power over their learning. Thus, we create laboratory investigations that give all students a chance to uncover the science concepts through experimentation. We select instructional materials that follow NGSS that promotes critical thinking, problem solving, analytical thinking, and self-discovery. Students have the opportunity to investigate and practice engineering design but also, understand concepts through reading, videos, and online web sources. The Department Chair, along with the department teachers schedule presentations by vendors. The department checks for NGSS alignment, teacher and student resources use of technology, and ease of use. If the criterion is met a presentation is made to our administrative team (Principal, Assistant Principal, and the Dean of Instruction).

English Language Arts

CCCS's English Language Arts courses are designed to increase students' communication skills. The primary focus of our ELA courses is to master reading, writing, speaking, listening, and the use of language effectively in a variety of content areas. Students read a variety of fiction and non-fiction, including novels, short stories, dramas, poetry, and essays. These writing pieces model the different writing styles students will evaluate and demonstrate throughout the course. While reading, students are challenged, questioned, and encouraged to provide evidence of their answers. Writing assignments will include timed responses, journal writing, essays, critiques, and creative pieces. Throughout the course, students utilize a multi-step writing process to develop, revise, evaluate, and improve their work. Vocabulary, spelling, grammar and mechanics provide practice in the use of language and promote literacy skills. With an emphasis on critical thinking, problems solving, and analytical skills, CCCS ELA courses promote success in college, career and life.

ELA Adoption of Instructional Materials: In an effort to provide a way for CCCS students to become better writers, the ELA department adopted the Prentice Hall Writing Coach program. Writing Coach is a ground-breaking, interactive, writing and grammar program that helps middle school students grow into independent writers. The ELA Department Chair reviewed various curriculums and materials in search of a program that would provide writing assistance for students that used targeted and effective CCSS strategies. After careful review of several options, Writing Coach was chosen as the best program because it provides personalized coaching for every student through a digital writing "coach" that gives individualized feedback on paragraphs and essays and it allows teachers to customize instruction and save time. The

ELA department utilizes the TIEAC method to begin the proper structure for writing a paragraph. This is a prime way to get students to begin writing using academic discourse, as well as provide an organizational structure for writing.

Through this same process, Achieve 3000 was also adopted in an effort to improve students reading comprehension. Achieve 3000 is scientifically proven to accelerate reading comprehension; fluency, writing proficiency, vocabulary development and high-stakes test scores. Achieve 3000 uses a Five-Step Literacy Routine that enables students to acquire knowledge from informational texts, develop strong content knowledge, use higher order thinking skills, argue effectively with supporting evidence, and communicate effectively when writing and speaking; all key CCSS requirements.

Mathematics

CCCS math courses train students to think both critically and logically in preparation for high school math and beyond. Students analyze and solve mathematic equations involving fractions, decimals, percentages, ratios, proportions, variables, geometric shapes, probability, statistics and functions. Students are taught to interpret word phrases and sentences into algebraic and numeric math expressions and equations, and then solve them. Students work with hands-on manipulatives, such as algebra tiles, geoboards, fraction pie pieces, and dice, as well as draw models with bar diagrams and number lines, to help conceptualize mathematic concepts. All CCCS math courses use McGraw Hill California Math, an interactive textbook, which also offers online support videos for students to access at home. CCCS math teachers hold their students to very high standards and expect them to master the CCSS for middle school. These courses teach CCCS students to analyze tables, graphs and figures, and see how math is applied and meaningful in daily life.

Textbook/Resources: The math department has selected McGrawHill's California Math series, which was specifically developed to align with the Common Core State Standards. These books include an inquiry-based approach to learning math. They include sample SBAC-style test questions with each lesson. California Math also includes practice Performance Tasks to help the students understand this new form of testing. In addition to these books, the math department selects various videos from the Internet to excite students and get them active in learning math. Teachers frequently use BrainPop to supplement their lessons. Math music videos are also commonly included in lessons, as the music engages our students and changes the pace of the curriculum. CCCS math teachers also use videos to demonstrate real-world scenarios of math-in-action. When students see how math is applied and needed to solve real problems, they make connections and are more prepared for college and beyond.

Department Instructional Materials Selection: The CCCS math department selected our new California Math series two years ago. At that time, two department representatives attended a Common Core Math Book fair at Los Angeles County Office of Education ("LACOE"). Those representatives contacted math book publishers and received many sample copies for review. Our math department examined the various books, looking for them to align with the CCSS,

have a hands-on inquiry based approach, relate to our urban population, cover the CCSS in detail with many practice opportunities, and spiral the content throughout the year. In addition, we preferred California Math over some of the alternative choices because of its online component, which supplements the book with tutorial videos and help. All teachers in the math department, along with a math professor who sits on the CCCS Board of Directors, held a meeting to discuss the various options. As a group, the department agreed upon the adoption of the California Math series.

In addition, the Charter School uses Imagine Math, which is a web-based curriculum that increases math fluency in an engaging way, while establishing pre-algebra foundations. Imagine Math builds conceptual understanding and problem solving skills, by personalizing content and meeting each student where they are.

Social Science

The CCCS Social Studies Department adheres to a rigorous implementation of the California History-Social Sciences Framework and Content Standards with a direct correlation to the Common Core State Standards. Instructors believe in developing students' critical thought and academic skills through a detailed exploration of the traditional history textbook as well as an enriching inclusion of supplementary primary sources. Citation and higher-level inquiry-based activities are used to raise students' understanding of the material and prepare them according to the skills requirements and methodologies described in the Common Core State Standards. Activities include traditional skill-building exercises such as outlines, source citation, vocabulary development strategies and by encouraging historical thinking strategies. By instructing students with differentiated activities and assessments, teachers ensure that all learners have access to the material regardless of intellectual ability or English language development levels.

Material Adoption: Social Studies instructors each have a textbook that adheres to their grade level standards. Often, teachers will adapt supplementary resources to complement the textbook when there is a gap identified in the material. Gaps include incomplete or biased information, a lack of diverse ethnic identity and gender inequality. Other reasons for supplementary materials are; expanded use of primary sources and opportunities for differentiated instruction. Multi-media resources such as YouTube videos such as Mr. Corwin, History Channel, Narrative Films and Brain Pop will help with engaging students by allowing them a different way to engage with the curriculum.

Grade level descriptions: Sixth grade covers Ancient Civilizations spanning Prehistoric, Stone Age, Neolithic cultures which blend into Mesopotamia, Egypt and Kush. Asian studies span India and China and reach into an examination of the regional religions; Hinduism and Islam along with their influences on Human culture. The foundations of Western Civilization including the Greek and Roman Empires and the Ancient Hebrews are examined as well, giving students a well-developed understanding of the Ancient World.

Seventh Grade Medieval World History and Geography begins with a detailed examination of the Roman Republic and Empire including their cultural developments and legacy. Islamic society and Sub-Saharan West African cultures and history are connected to students' lives

using differentiated instructional strategies. The Empires of Asia; China and Japan are explored as well as the Meso American cultures of the Maya, Aztec and Incas along with their Olmec predecessors. European history includes the Renaissance and Reformation and their cultural developments and legacies. The early modern world of science and exploration includes the Enlightenment and Scientific Revolution.

Eighth Grade United States History and Geography spans the time beginning with the Constitution up to World War I. Students consider the role America played in the war. Students consider politics today while tracing the foundations of our political structures. They answer the questions; How did the political structures effect the development of society, culture, and the economy? What are the challenges facing the new nation?

Community Service Learning

To further prepare students for life and work in the often bewildering universe of the 21st Century, CCCS has sought community relationships that provide additional learning opportunities through civic, charitable, social, or environmental involvement. Educational research has conclusively demonstrated the remarkable educational synergy between service activity and the student's educational attainment. Middle school teachers who have embraced service learning as an instructional methodology stress the remarkable compatibility between educational achievement and service activity. Leading educational researchers have also established that a service activity can constitute a vital component of a middle school curriculum. Useful strategies for incorporating a community service learning component into curriculum are outlined in *Service Learning Standards: Draft Interim Content and Performance Standards* (Superintendent's Challenge Initiative, California Department of Education, 1995). The *Challenge Toolkit*, which is part of the State Superintendent of Public Instruction's Challenge Initiative, includes a service learning component that outlines the principles of community service learning and describes model projects.

Each Advisory group chooses a service learning project/organization in the community with whom the students work throughout the year. Some projects in the past have included working to help animals in the shelters by collecting old baby blankets, collecting and bringing clothes to the Rescue Mission, and beach cleanup. Students are also encouraged to serve their own school as part of their service learning. There are over 39 jobs students may choose to assume in order to serve their school. These leadership jobs include escorting visitors around school and working in the front office.

Enrichment and Extracurricular Programs

Century Community Charter School has implemented an extensive program of after school and Saturday enrichment activities. The purpose of these programs is to supplement and complement classroom instruction in the core academic areas, and to provide ancillary experiences for students that broaden their skills, knowledge, and attitudes in areas not addressed by formal curriculum. The nature and schedule of activities will vary as parents come and go, as community members volunteer their time, as the educational needs of classroom teachers evolve, and as the interests and talents of the student body change from

year to year. Examples of enrichment activities include visiting farms, going to the movies, plays, cultural events, float decorating, cooking and nutrition and book clubs.

Character Education

Character education is taught cross-curricular through our 30 Bear Basics. CCCS has a trait of the month. In advisory, all lessons and activities emphasize the character trait and connect to our Social Emotional Learning focus as well as our Den activities. We connect the character development of our students directly to parent workshops through our wellness meetings and wellness newsletter.

After School Tutoring

The Better Bears Program is an after-school tutoring program offered to assist students who struggle and are not performing at grade level. It is offered: 3:15 PM – 6:00 PM Monday – Friday and 1:00 – 4:00 on Minimum Days (Wednesday). BBP Tutorial is committed to assisting students in understanding and completing homework and in remediating basic skills. BBP is available for all students; however, it is a requirement for student with grade point averages (“GPAs”) of 2.8 or below (which places the student on academic probation).

- Academic probation CAASPPs with the first 6-Week Progress Report.
- Any students having questions or who needing tutoring may attend BBP.
- All students remaining at school after 3:30 PM must attend BBP if they are still on campus and not participating in a school activity.

Computers and Technology

To enable our students to use technological tools as easily as a pencil, computers and other forms of technology are integrated into every learning area. Students use this technology to locate, select and manage information; explore ideas and solve problems; express ideas and exchange information. This diffusion of technology is achieved by offering access to video, video recording devices, computers, Internet, and email in each class. Hardware and software parts are combined to offer access to 6-12 Education on the Internet, Virtual Library, and NASA K-12 educational programs. CCCS equips all classrooms with network wiring for computer Internet access, Promethean Boards, and audio-video equipment. Our benchmark assessments are taken using the computers. Achieve 3000, our differentiated reading program is accessed by every child using our chrome books. One of our 8th grade ELA classes is a “flipped” class. The “flipped” class allows for our teacher to be the “guide on the side” by students engaging in an area of study using video lessons. The students then apply the knowledge by solving problems and doing practical work

Academic Calendars and Schedules

The Charter School will have at least 175 days of instruction, and for each fiscal year, offer a minimum of 54,000 instructional minutes to its students, in compliance with applicable legal requirements.

***The Bell Schedule and academic calendar can be found in the appendices.*

Teacher Recruitment

CCCS has had a great teacher retention percentage over the years. Much of what makes CCCS a special place is the teacher commitment to the vision of the Charter School, as well as the overall climate. The CCCS principal promotes a collegial environment. The teachers, through intensive in-service and trainings, become “experts” in their field and are respected as such. When new teachers do have to be recruited, it is done most commonly by way of staff referrals and postings on Edjoin. Other recruitment processes are identified under Element E below. Once potential teachers’ resumes are reviewed, the principal, assistant principal, dean of instruction, and the Department Chair conduct the interviews.

Professional Development

The CCCS staff believes that professional development is a key to success and must be executed with quality and detail. An annual one-week professional development retreat for faculty is held prior to the opening of each new school year. The faculty and Teaching Assistants engage in a separate hands-on training session on reform models, research strategies and methods expected for instructional delivery implementation. CCCS has worked with Insight Education, Southwest SELPA, Achieve 3000 LACOE, and Pearson to provide most professional development activities. CCCS teachers annually attend department specific conferences in the Southern California area. Teachers have had the opportunity to go to a nationally renowned school to observe veteran, exemplary teachers model instructional practices.

***The Staff / Professional Development calendar can be found in the appendices.*

***Expectations for Professional Planning, Collaboration, and Professional Development can be found in the appendices.*

Teachers engage in processes that allow them to reflect on the State Standards-based units that they have previously taught. Departments work collaboratively to create robust content-area pacing plans for the year which include:

- Summative unit assessments
- Essential questions and unit board materials for each unit
- Logically-sequenced CCSS for each unit with accompanying SMART daily lesson objectives, instructional activities, and lesson assessments
- Identified opportunities for differentiated instruction for each unit

Direct-instruction training that directly applies to teachers’ planning work. Examples of topics include:

- Activities vs. objectives

- Assessment design and quality criteria
- Unit board set-up and classroom environment
- Workshop model to be used to facilitate constructive feedback and support for teachers as they create/revise their units.

Assisting teachers in the creation of systems to address the following:

- Reflecting on units that have already been taught
- Physically storing units on our server from year-to-year, including all assessment, lesson, and unit board materials
- Sharing materials among teachers
- Pacing units on the school calendar
- Revising pacing plans and units over the course of the year

Overview of the strategic design process to include tools necessary to “unpack” and prioritize Grade Level Expectations related to benchmarks and standards. Teachers are trained to:

- Understand the three steps of the strategic design process (identifying desired results, designing and aligning assessments to those results, designing instructional activities).
- Apply a concrete process for analyzing standards which helps teachers internalize them as well as determine the following information:
- Level of thinking (Bloom’s Taxonomy) required by students to reach mastery of the respective standard (*this will be tied to creating assessments*)
- Identification of State Standards that will serve as “anchors” upon which units can be based. Other standards are tied to these “anchors” within each unit designed by teachers (*this will be tied to creating assessments for units as well as individual lessons within the unit*).
- Creation of objectives linked to standards
- Determine effective methods for communicating standards to students

Aligning Assessments to State Standards

Teachers are trained on designing effective assessments that are aligned to State Standards. Specifically, teachers discuss and use criteria for selecting the most effective and efficient measure of standard mastery.

Training requires teachers to:

- Identify four overarching assessment methods from which to choose when designing State Standards-based assessments (both formative and summative)
- Match an appropriate assessment method to each State Standard
- Examine elements of effectively communicating assessment expectations to students
- Use the Unit Planning Guide to continue developing standards-based units and lessons with a focus on developing assessments aligned to State Standards

***A sample Unit Plan can be found in the appendices.*

In addition to Insight training, the Charter School provides less formal trainings throughout the year on topics that include but are not limited to:

- Training in development of individualized, performance-based assessment techniques
- Study Skills Training
- Use of technology in the classroom
- Strategies to create parents as partners in the classroom and school
- Conflict Resolution Training
- Instructional Strategies for English Learners
- Project-based learning instructional strategies and assessments
- Classroom management

All staff members at Century Community Charter School assist students with these core values:

- **Appreciation of Knowledge:** recognize that knowledge is indeed power; that knowledge is worth pursuing for its own sake; that knowledge is key to problem solving and that it usually takes personal effort to acquire meaningful knowledge.
- **Acquire Lifelong Skills:** demonstrating acquisition of the necessary academic (spoken and written communication, reading, computation, technological, critical thinking), and life skills (relationship development/maintenance, conflict resolution, problem solving and decision making).
- **Develop a positive attitude:** demonstrate goodwill and a supportive attitude toward others and toward the outcome of their endeavors and show school spirit and community pride as a statement of belonging to something larger than oneself.
- **Embrace Leadership:** ensure that the rights of the underserved and underrepresented are primary whether in the Charter School or in the community; willing to engage in collaborative projects; enthusiastically participate in all aspects of school life; demonstrate responsibility and maturity in adhering to school behavior guidelines realizing that positive discipline is an asset in learning and in life.
- **Engage in service to school, family, and community:** participate in a comprehensive program of school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the Charter School, family and community.
- **Respect the dignity of others:** adhere to the highest ethical standards in dealing with others, recognizing that all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others in any way.

Staff Evaluation Plan

The Principal, Dean of Instruction, and the Assistant Principal is responsible for evaluation and support of staff based on goals and objectives established at the beginning of the year. Charter School staff evaluation includes input from administration, peers, and parents/guardians. A critical part of teacher evaluation and retention is based on performance outcomes, measuring students' achievement and the teacher's implementation of the curriculum.

Tools to be used in the evaluation process include:

- Written evaluations based on classroom observations;
- Self-evaluation completed by teacher being evaluated;
- Student performance on major assessments, standard testing, unit assessment projects, and feedback from parents.

Meeting the Needs of All Students

In addition to the highly effective structures offered at CCCS to support and challenge ALL students, additional strategies and supports are in place to target students who may have additional needs – students performing far below or above grade level, students with low socioeconomic status, English Learners, foster youth, homeless youth and Special Education students.

English Learners

CCCS complies with all applicable requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Century Community Charter School administers the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC") Initial Assessment. Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

ELs will take the ELPAC Summative Assessment annually between February 1 and May 31 until they are reclassified as fluent English proficient.

Century Community Charter School notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

The ELPAC is administered to all new students with an EL level of 1-4 as indicated by their Academic Records. ELPAC, EL assessments, and teacher observation will help teachers complete an English Language Proficiency (“ELP”) for students. Students will receive a score identifying their English proficiency level according to the following State Board of Education standards:

1. Beginning Stage
2. Somewhat Developed
3. Moderately Developed
4. Well Developed

All parents or guardians of students classified as English Learners will be notified in writing regarding upcoming testing dates and meetings. The Charter School translates materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English language development of their child.

Strategies for English Learner Instruction and Intervention

English Learners at CCCS are supported through a combination of differentiated instruction, a supportive school culture, and additional academic support as needed.

The goal of Century Community Charter School’s EL plan is to utilize high quality instructional programs and services for English Learners that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native English-speaking students. Century Community Charter School will meet all requirements of federal and state law to provide equal access to the curriculum for English Learners. The Charter School is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. However, the Charter School also recognizes the importance of valuing students’ native languages, and reinforces an appreciation for the cultures, customs, and languages of all its students through the Charter School’s core curriculum as it focuses on building lifelong learners and community engagement.

Students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from the Charter School in their native language to the extent possible in order to encourage participation in the Charter School.

Reclassification

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC

- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery
- Parental opinion and consultation, achieved through notice to the parent(s) or guardian(s) of the language reclassification and placement including a description of the reclassification process and the parents’/guardians’ opportunity to participate, and encouragement of the participation of the parent(s) or guardian(s) in the reclassification procedure including seeking their opinion and consultation during the reclassification process
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English-proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

The Principal monitors annual ELPAC results and recommends students for reclassification if they score an Overall Performance Level (“OPL”) of 4 on the ELPAC.

Century Community Charter School makes the final decision on whether to re-designate a student based on teacher and parent input (i.e. student is able to perform basic level work in the classroom). Parents are notified when a student is reclassified and the student’s records are updated. Once reclassified, Century Community Charter School monitors the student’s progress to ensure they are mastering the State Standards. The Charter School translates materials as needed to ensure that parents of EL students understand all communication and are involved in all processes related to the English Language Development of their child.

Century Community Charter School employs faculty who have appropriate English Learner authorization (such as the Crosscultural Language and Academic Development (“CLAD”) certification or Bilingual, Cross-Cultural Language and Academic Development (“BCLAD”) certification) to provide instruction to English Learners. Should a child not be officially identified as EL, or be reclassified as fluent English proficient, he/she will receive regular language supports via various assessment techniques to ensure their retention of the material.

Special Education

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEA”).

CCCS is currently its own LEA member of the Southwest Special Education Local Plan Area (“SELPA”) in accordance with Education Code Section 47641(a). In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the

year before services are to commence, which shall not require a material revision to this Charter.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the “IDEA”

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. CCCS shall operate in accordance with an approved SELPA Memorandum of Understanding, delineating the respective responsibilities of the Charter School and the SELPA with regard to services for students under the IDEA.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

It is understood that the Southwest SELPA Allocation Plan is not based upon a per ADA allocation. Available funds are allocated on a proportional/equitable basis to establish a level of funding parity across districts and LEA charters. All member districts and LEA charters supplement the special education allocation from the SELPA with local general funds. CCCS shall be responsible for any costs above and beyond the state and federal special education funding. It is expressly understood that failure to achieve membership in a SELPA shall not excuse CCCS's

responsibility for full compliance with the IDEA and the Education Code provisions related to services for students with special education needs.

Accordingly, CCCS shall at all times assume all responsibility for the provision of special education services to students of the Charter School in accordance with the IDEA and all Education Code provisions related to services for students with special education needs.

Consistent with the parties' insurance and indemnification requirements, CCCS shall indemnify, defend, and hold harmless the Lennox School District for any and all actions or inactions on part of the Charter School as it relates to services for students with special education needs.

SST – Student Success Team

A Student Success Team composed of the student, the student's parent or guardian, the classroom teacher(s), an administrator, and the special education teacher if necessary, identifies the student's needs and develops a plan to enable students to be successful, including appropriate tutoring, classroom modifications, and teaching strategies that enhance that student's ability to be successful. If the Student Success Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they will recommend that Century Community Charter School refer that student for a formal special education assessment. Century Community Charter School may also choose to refer a student for services through the provision of a Section 504 Plan, if appropriate.

Identification and Referral of Students

Century Community Charter School has the responsibility to make referrals for identification and assessments of any students who are enrolled in CCCS and who are believed to be eligible for special education assessment and/or services. Prior to making any referral, CCCS shall conduct a student study team, if at all possible (given a parent's right to refuse such an option) to determine if alternative interventions are appropriate. All referrals shall be immediately delivered to CCCS' special education staff or contracted service provider for consultation, identification and assessment.

Assessment of Students

CCCS determines what assessments, if any, are necessary and arranges for such assessments for all referred students, for annual assessments, and for tri-annual assessments.

Individualized Education Program ("IEP")

CCCS is responsible for arranging the necessary IEP meetings, as well as for implementation of the IEP in accordance with all contents and timelines required under state and federal law. CCCS is responsible for providing adequate meeting rooms at CCCS, having the designated representative of CCCS in attendance at the IEP meeting, in addition to providing representatives who are knowledgeable about the regular educational program at CCCS. Further, CCCS responsibilities include documentation of the IEP meeting and the provision of parent rights.

Eligibility and Placement

Decisions regarding eligibility, goals/objectives, program placement and exit from special education are the decision of the IEP team. Team membership is in compliance with federal law and includes the designated representative of students in accordance with the IDEA, and the policies, procedures and requirements of the SELPA in which the district participates, and whenever possible, should be provided at CCCS.

Interim Placement

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. For students who are enrolled in CCCS with a current IEP, it is the responsibility of CCCS to implement the existing IEP to the extent possible at CCCS. CCCS will also require, as part of its enrollment process but after admission that prospective students consent to acquisition from the student's prior school of their cumulative files, including all special education files. (CCCS shall not request a student's records or require submission of a student's records to the Charter School before an offer of admission or enrollment.)

In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Educational Services and Programs

To the extent that the agreed upon IEP requires educational or related services to be delivered to staff other than CCCS staff, CCCS provides such services internally or through a contract with

a third party special education provider(s). All services required by the IEP are provided by CCCS and its contractor(s). The Principal will ensure that teachers include a copy of any relevant IEP with lesson plans for short-term substitutes and that he/she review the IEP with a long-term substitute.

IEP Review

The IEP team formally reviews each student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team also conducts a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the Charter School. Once the request is received, Century Community Charter School has thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Parents are informed at least as frequently as report cards are provided for CCCS's non-special education students of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP is an attachment to the general progress report. This serves to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Parent/Guardian Concerns

Parent/Guardian concerns regarding special education services are directed to CCCS. CCCS addresses the parent/guardian concerns. CCCS distributes with its admissions material, information pertaining to the provision of special education services provided by CCCS.

Complaints

CCCS addresses, responds, investigates, and takes any and all necessary action to respond to all complaints received under, among other complaint processes, the Uniform Complaint Procedures (Cal. Code of Regs., title 5, sections 4600 et seq), involving special education and IDEA compliance.

Due Process Hearing

CCCS may initiate a due process hearing on behalf of the student enrolled in CCCS as CCCS determines is legally necessary to meet its responsibilities under federal law. In the event that parents/guardians file for a due process hearing, CCCS shall be responsible for the defense.

SELPA Activities and Meetings

CCCS representation participates in SELPA meetings. Reports to the Charter School regarding SELPA decisions, policies, etc., are communicated to the Charter School as they are to all other schools within the SELPA. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information are communicated to CCCS and the Parties may agree to charter school participation.

Funding

CCCS recognizes that even after funds are available, the funds received for special education purposes from federal and state resources are currently inadequate, and that additional funds are required. To the extent excess funds are necessary, CCCS will be required to pay for all excess costs related to special education services to Charter School students. This payment of excess costs shall be considered contribution to the special education programs of the District pursuant to Education Code Section 47646(c).

Reporting

Century Community Charter School collects and maintains the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Learners;
- The number of students provided with test modifications and the types and the number of students exempted from standardized assessments as specified in their IEP;
- The setting in which students with disabilities receive their services, specifically including the portion of school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended in-school and out of school, organized by disability and length of suspension;
- The basis of exit for Century Community Charter School students with disabilities;
- (i.e. attainment of diploma and type, declassified, moved, etc.); and
- Any other data required by the SELPA.

All necessary procedures and practices to ensure confidentiality and both accurate and timely reporting are the responsibility of Century Community Charter School. The Special Education teacher ensures that a central file with all special education material and IEP is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Principal oversees access to these records, and is responsible for ensuring that all providers responsible for the implementation of a student's IEP have access to a copy of the IEP and are informed of their specific responsibilities in implementing the IEP.

Special Education Strategies for Instruction and Services

Century Community Charter School complies with federal mandates of the least restrictive environment, meaning that the Charter School makes every attempt to educate special education students along with their non-disabled peers. Century Community Charter School mainstreams all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Century Community Charter School extended day program. Each student's IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP are built around the student's needs and how these fit within the general educational program of the Charter School. The instruction outlined in each student's IEP is delivered by personnel qualified to do so.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team will consider the following information in its evaluation:

1. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
2. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
3. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect

the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the Charter School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents, and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The Principal will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Students Performing Below Grade Level

Remedial Reading and/or Math is offered to:

- Current students reading/computing below grade level as evidenced by their benchmark assessments, progress reports, State Standardized Test scores, teacher observation, and end-of-the-year Reading/Language Arts and/or Math grade.
- Incoming students whose test scores and grades indicate their need for remediation.

Students have the opportunity to participate in our Extended Day Program to take remedial math twice a week for an hour each day. Students may also attend Saturday School during the school year.

Saturday School allows students who are struggling with C- or below in any subject area to receive additional small group support. Three classroom teachers who provide targeted support in specific subject areas run Saturday School. Students have the opportunity to make use of technology, work on extended projects, work with peers on group assignments, ask questions in a small group setting, and have a workspace available to them conducive to completing assignments.

The Extended Day Program and Saturday School are part of Century Community Charter School's commitment to increase academic achievement by extending the school day to assist students with specific academic gaps. CCCS also receives \$150,000 After School Education & Safety ("ASES") Program grant for our Better Bears Program. Although BBP is available for all students needing homework assistance, BBP does also provide our students performing below grade level with consistent homework assistance.

Targeted Math Intervention is comprised of a class period devoted to helping students who have been unsuccessful performing grade-level standards by providing additional time and resources. Math Intervention is an extension of the regular grade level course that provides students who need it additional focused instruction and support at the needed level of intensity. The goals of Math Intervention are:

- To increase student self-efficacy in math
- To support students in mastering grade level math standards
- To review critical concepts and skills based on CCSS, in preparation of the SBAC.

Socioeconomically Disadvantaged/Low Income Students

Century Community Charter School has a student population where 88.3% of our students are classified socioeconomically disadvantaged. Understanding that children in poverty:

- Are more likely to display acting-out behaviors,
- Display impatience and impulsivity,
- Gaps in politeness and social graces,
- Have a more limited range of behavioral responses,
- Less empathy for others' misfortunes

CCCS has created a school environment to mitigate stress and resolve potential compliance issues. According to Eric Jensen in his book, Teaching with Poverty in Mind, a school environment needs to include cooperative structures. Students need help to blow off steam. Incorporating celebrations, role-plays, and physical activities does this. There needs to be an introduction of conflict resolution skills, as well as the use of kinesthetic arts, creative projects (drawing or playing instruments), and hands-on activities. The better a school environment is,

the less the child's early risk factors will impair his or her academic success. The early risk factors include chronic stress and depression that leads to disruptive behavior at school, and students are less able to develop a healthy social and academic life.

In an effort to mitigate stress and depression, CCCS has opportunities for every child to feel special and that they are a part of a family:

- "Advisory Counts!" during Advisory students learn conflict resolution strategies, positive character traits are developed, participation in team building activities, and service learning projects are created and worked on.
- Bear Basics are our "words to live by" and they create an environment that holds students accountable and rewards students for appropriate behavior.
- Each grade level is a very special "Bear Den". There is the Visionary, Luminary, Revolutionary, Dignitary, and Missionary Dens. . These Dens are unique and students have pride in the Den they belong to. There are competitions and challenges every month. Students have an opportunity to earn points for their Den for positive behavior and academic achievement. These points allow the winning Den to have certain privileges.
- Positive Behavior Interventions and Support is a framework for creating and maintaining a safe and effective learning environment at CCCS, and ensuring that all students have the social skills needed to ensure their success at school and beyond. (PBIS OSEP Center)
- Our Enrichments provide students the opportunity to go places and do things they may otherwise never have the chance to experience.
- Students have gone to amusement parks, ice skating, fishing, horseback riding, to visit museums, gone to plays, hiking, exploring secret stairs, and list continues.

Students from low-income households need specific supports and so do their caregivers. CCCS has Parent Intervention Workshops every month. These workshops provide parents/guardians with real tools to help them help their child to be emotionally well, as well as achieve academically. Families also participate in our Department Family Nights. These family nights are a fun way for parents and students to participate in fun and educational hands on projects together. Every year CCCS has a family fundraiser, which promotes families having fun together. When our families are encouraged to participate in pre-planned activities together, they are more likely to participate as a family.

Promotion/Retention of Students

CCCS does not endorse social promotion. CCCS is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Because of the linguistic and socioeconomic barriers the targeted student population has faced, readiness to move to the next grade will be examined on an individual basis. Each student is assessed individually according to his/her needs. These assessments are ongoing in the classroom weekly and/or monthly. Assessment measures include student progress reports, school-designed tests and performance assignments, state-mandated standardized tests, publisher-developed assignments and assessments, teacher assignments and assessments, portfolios, student

conduct/behavior records, program audits, work sampling, summer reports, entrance/mid-year/exit curriculum referenced tests, and teacher recommendations. Students whose average rubric score classification is “not proficient” on the final student progress report for the academic year will be recommended for retention.

The Principal and/or teaching staff prepare a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student’s parents, teachers, and the Principal.

Students identified for retention must participate in a remediation program (i.e. remedial reading, remedial math, summer school, after school tutoring, Saturday classes). The student’s academic performance will be reassessed at the end of the remediation program, and the decision to retain or promote will be reevaluated at that time.

The promotion and retention of students with disabilities will be determined by their IEP team and in accordance with their Individual Education Program.

Students Performing Above Grade Level

Century Community Charter School addresses the needs of gifted and talented students whose learning characteristics, thinking aptitudes, and abilities differ significantly from those of their same-aged peers. CCCS has developed differentiated learning environments in which gifted and talented students can acquire skills and understanding at advanced ideological and creative levels matching their potentials. Differentiated instruction includes complexity (making connections or seeing relationships), acceleration (advanced content through curriculum compacting), novelty (introducing new areas of study), and depth (exploring a subject in greater depth). Differentiation may involve lessons, discussions, and approaches that involve the whole class, flexible groups within a class with students changing groups to be taught at the level. CCCS also offers Honors English, Social Studies, Science and advanced Math for grades 7 and 8 and provides enrichment clubs and activities after school.

Charter School Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making

satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in the appendices. The Charter School shall annually update the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School shall submit the LCAP to Lennox School District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Element B: Measurable Student Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code Section 47605(b)(5)(B).

Goals, Actions, and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available in the appendices. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Schoolwide Goals

Century Community Charter School has clearly-defined, schoolwide goals that are in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d). Student goals are determined by research findings and what CCCS wants students to know by the end of the eighth grade.

The overarching goals for CCCS students are:

- Students will be:
 - Effective communicators (oral and written),
 - Problem solvers,
 - Critical thinkers,
 - Bi-literate (English/Spanish),
 - Computer literate,
 - Responsible citizens.
- Students will show continued growth on State standardized testing
- Students will demonstrate competency as measured by:
 1. Achieve 3000 Lexie levels
 2. Imagine Math growth
 3. IXL growth in ELA and Math for our Special Education student population
 4. Summary Progress Reports and Report Cards
 5. Performance-based Assignments
 6. Performance-based Assessments
 7. Standardized Test Scores

Century Community Charter School shall meet statewide standards in compliance with Education Code Section 47605(c)(1), and as outlined in the educational program. The skills that demonstrate grade-level appropriate mastery are:

- **Language Arts:** Students will demonstrate strong reading, writing, listening, speaking, and presentation skills in multiple forms of expression, with communication skills appropriate to the settings and audience. They will comprehend and critically interpret multiple forms and styles of expression, including literature from various periods and cultures.
- **Social Studies:** Students will understand and apply their knowledge of civics, history, and geography in order to serve as citizens in today's world of diverse cultures.
- **Mathematics:** Students will develop their abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects that the staff and school governing board deem appropriate.
- **Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and the earth sciences.
- **Computers and Media Technology:** Students will gain proficiency in the skills needed in a technological world, including basic programming, typing, word processing, and use of the Internet as a research tool. Students will also become proficient at a variety of media technology tools used in web design, film production and graphic arts.
- **Visual and Performing Arts:** Students will gain the means and skills to express themselves artistically; the students will present work to an audience of students at the Charter School and surrounding elementary schools.
- **Life-Long Learning Skills:** Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives including study skills, ability to plan,

initiate, and complete a project and ability to reflect on and evaluate one's own and other's learning, acceptance that change is constant and the ability to meet the challenges that change always brings; technological skills.

- ***Social/Interpersonal Skills***: Students will demonstrate strong citizenship and leadership skills by planning and implementing a project in service to the Charter School and greater community; have the ability to engage in responsible and compassionate peer relationships.
- ***"Life" Skills***: Students will develop skills necessary for a healthy adult life, including higher education continuance skills

Element C: Methods of Measuring Student Outcomes

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Assessment Methods

Student achievement in developing grade level content mastery in specific knowledge and critical thinking skills is assessed using a variety of assessment measures. Such assessments are necessary to map the Charter School's strengths and weaknesses and to hold students, parents and teachers accountable. Century Community Charter School has clearly defined what students should know in each subject in each grade level. These measurable student outcomes are based on a comprehensive monitoring and assessment structure that includes data from statewide accountability measures.

The formal assessment program is aligned with the CAASPP, utilizing multi-measures for evaluating student success. Century Community Charter School will also utilize the SBAC Interim assessments to support teaching. These interim assessments, according to the CDE, "will provide teachers with actionable information about students' progress." Century Community Charter School will strive to meet its Growth Target established by the state. The State Assessment Tool and the CAASPP will serve as benchmarks in measuring grade level achievement of student learning standards. In addition, CCCS will use Illuminate Assessments, Achieve 3000, Imagine Math, IXL, and Moby Max intervention tools for math and ELA to assess students' progress toward meeting the State Standards throughout the year.

Disaggregated data assists in determining strengths and areas for improvement and affects teacher instruction. Performance Assignments (curriculum embedded) and Student Product Rubrics are used to measure bi- and tri-annual progress of students' mastery of skills and standards. Authentic assessment processes form the basis of our evaluation program to measure student outcome goals.

The Work Sampling system is an ongoing classroom performance assessment system. Its purpose is to document children's skills, knowledge, behavior, and accomplishments in elements such as:

- Development Guidelines – Teachers are given a set of observational, age appropriate guidelines that are based on national standards.
- Summary Reports – Three report cards a year are key elements of reporting student accomplishments to families and recording student progress for teachers and administrators. PowerSchool makes teachers' grade books available to students and parents in real time.
- Illuminate Assessment – Evaluation tool that measures mastery of grade level content (Sequence of Skills).

- SBAC Block Assessments in ELA and Math are given every six weeks and are used to track progress and to check the students mastery of specific concepts at strategic points, and assist teachers with lesson planning. They help answer the questions: “Is there a need for more detailed spiraling and further scaffolds? What interventions are necessary?”

All instructional programs and educational plans are reviewed and analyzed to identify needs in order to meet educational goals and student outcomes. On-going assessment of grade level core/basic skills is conducted.

Assessments are authentic and aligned with the Work Sampling System, including the Desired Results Developmental Checklists. Students are assessed in a variety of ways.

Among them are the following: teacher observation, anecdotal records, checklists, work samples, written samples, audio taping, videotaping, attitude surveys, and, less frequently, formal paper and pencil tests.

Student achievement at CCCS is based on measurable student outcomes. The connection between instruction and assessment is evident in the performance-based learning environment. Students’ understanding of what they need to know and be able to do increases due to the alignment of instruction to performance assessments.

Performance assessments require students to structure and apply information learned by actively constructing, organizing and producing/exhibiting a specific product. The CCCS assessment system design utilizes the research methods of authentic assessment. Authentic assessments ask students to read real texts, to write for authentic purposes about meaningful topics and to participate in authentic literacy tasks.

As outlined above, student achievement in developing conceptual thinking, problem solving and content mastery is assessed using multiple measures. Mastery is measured using assessment models that are formative and summative, holistic and standardized, narrative and criterion-referenced. The approach is conducive to benchmarking student achievement through disaggregated groups. Intervention programs are designed for students requiring additional assistance. Assessments also include school-designed tests and performance assignments, publisher-developed assignments and assessments, teacher developed tests, student conduct/behavior records, program audits and stakeholder surveys.

Use of Data

CCCS not only collects and uses formal data (assessments) to inform instruction, but teachers are also trained to use informal data. Informal data used at CCCS is data that teachers collect, but that is not reported publicly in a collective manner. The data includes some of the following:

- Pre-assessments
- Monitoring logs

- Student responses, written and oral
- Teacher observation of student discussions, think-pair share, participation in instruction (blending, word knowledge, dictation, reading, during the writing process)
- Student work
- End of Selection Assessments, quizzes, quick check-ins
- Writing throughout the curriculum

- Teachers use this data to inform instruction in the following ways:
 - Workshops
 - Small-group instruction
 - Pre-teaching/frontloading skill before the lesson
 - Pre-reading
- During instruction
 - Targeting particular students for participation to practice skill
 - Listening to target student responses to ensure correct usage
 - Responding immediately to correct responses so that there is no confusion by other students

Informal data can be found throughout the classroom:

- Student oral responses
- Written responses
- Reading fluency in informal situations
- Word reading
- During highly structured practice
- During guided practice
- Student participation patterns

Grading Policy

Reporting student progress is a continuous process with teachers communicating with students and their families. CCCS also uses a tri-annual formal reporting system that gauges the progress of each student in meeting the Charter School’s curricular standards for each grade, which are based upon the Common Core State Standards. Progress is reported using the following four point metric:

4	Above Standard	Consistently does above grade level work. Has a strong knowledge and understanding of the standard. Uses a wide range and variety of books, tools, and materials. Demonstrates originality, initiative, and independence. Uses a well-developed vocabulary.
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3	At Standard	Regularly meets standards by exhibiting these behaviors: Is thorough and accurate. Has knowledge and understanding of the subject areas standards. Can draw information from a variety of sources. Can utilize problem-solving skills. Has good working vocabulary in subject area.
2	Approaching Standard	Developing thoroughness and accuracy. Has a developing knowledge of the standard. Is developing independence but requires some teacher guidance. Uses an adequate vocabulary.
1	Below Standard	More time, practice, effort is needed to meet subject standard. Frequently requires assistance.

Individual student performance is assessed additionally through writing samples gathered at the beginning, middle, and end of each academic year. Teachers develop rubrics for evaluating the grammatical and mechanical conventions of writing in these writing samples. Teachers have developed a rubric for scoring writing samples that address the Reading Language Arts Standards in all grades and includes but is not limited to expository compositions, narrative accounts, autobiographical incidents, persuasive compositions, business letters, letters of request, and/or technical texts, essays and poetry will be included in student portfolios. Teachers develop rubrics for evaluating writing assignments included in portfolios.

***A sample student Grade Report can be found in the appendices.*

Life-Long Learning, 21st Century Learning, Social/Interpersonal and Life-Skills Assessment

A major goal of CCCS is the development of life-long learning skills, social/interpersonal skills, and life skills needed to become conscientious, responsible citizens. Students will develop competencies, such as collaboration, digital literacy, critical thinking, and problem solving to thrive in today’s world. As outlined below and described earlier, CCCS students demonstrate their awareness of their role in the community by participating in community service. Ongoing progress is documented for students' progress in social/behavioral relations as they relate to curricular goals.

Teachers and parents continuously evaluate students' progress in social and interpersonal domains. For this purpose, teachers have developed an observation- based instrument to evaluate student achievement of social/interpersonal and life skills. This assessment is completed for each student at the beginning and end of each academic year.

Evaluation of Inclusive Community

CCCS strives to create an environment where all students, parents and staff will be valued as equal members of the learning community. To evaluate the extent to which this goal is achieved among students, teachers use socio-metric measures of peer acceptance and friendships. Parent and staff perspectives and satisfaction with the inclusive school community are evaluated through interviews and surveys.

Specific Grade-Level Standards/Benchmarks

In planning and implementing the curriculum, teachers and support staff address specific standards in each core academic area. These standards are based upon the state frameworks as well as national standards in each area. The Curriculum and Instruction Committee reviews and modifies the standards as needed on an annual basis.

Conclusion

To conclude, the educational program will provide each student with the following opportunities:

- To advance academically by learning the essential thinking skills and knowledge of a strong core academic program;
- To advance socially by working cooperatively to become a contributing member of a diverse, democratic society;
- To advance personally by developing a commitment to work and accepting responsibility for both work and action.

Student Exit Outcomes and Assessment Methods

Assessment methods

ST = standardized tests

OE = observation evaluation

SE = self-evaluation

IC = in-class tests and quizzes

GP = group projects

CS = community service

STPS = student teacher, parent surveys.

Exit Outcomes for Graduating Students	Assessment Method
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<p>Academic Excellence</p> <ul style="list-style-type: none"> • Critical Thinking <ul style="list-style-type: none"> - <u>Observational Skills</u>: Students will demonstrate their ability to see and convey findings using all their senses, to consider their audience and choose appropriate communication mediums, and to recognize the depth and breadth needed to get their message across effectively. - <u>Analytical and Reasoning Skills</u>: Students will demonstrate their ability to analyze information and provide accurate details in an organized manner, make fair comparisons, find distinguishing characteristics and put things to the test in a rational way. - <u>Decision Making Skills</u>: Students will demonstrate their ability to evaluate options through the filter of their core ethical values, determine the significance to them personally, and predict the impact their choices will have on themselves and others. • Core Academics <ul style="list-style-type: none"> - <u>Reading and Language Arts</u>: Students will demonstrate mastery in reading, writing, listening, speaking and presentation skills, in multiple forms of expression, with communication skills appropriate to the setting and audience; and will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures. - <u>Mathematics</u>: Students will demonstrate the ability to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, etc. - <u>Science</u>: Students will demonstrate their ability to successfully utilize scientific research and inquiry methods to 	<p>ST, OE, SE, GP</p> <p>ST, OE, SE, IC, GP, CS</p> <p>OE, SE, STPS</p> <p>ST, OE, SE, IC, GP</p> <p>ST, OE, SE, IC</p> <p>ST, OE, SE, IC, GP</p>
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<ul style="list-style-type: none"> - <u>Visual and Performing Arts</u>: Students will develop an appreciation for the arts, and self and group expression in the 	OE, SE
<p>Character Development</p> <ul style="list-style-type: none"> • Personal Qualities <ul style="list-style-type: none"> - <u>Respect</u>: Students will demonstrate their respect for others by being tolerant of differences, using good manners, being considerate of the feelings of others, and dealing peacefully with anger, insults and disagreements. - <u>Caring</u>: Students will show they care by being kind, compassionate, expressing gratitude, forgiving others and helping people in need. - <u>Trustworthiness</u>: Students will build a good reputation by being honest, reliable, and loyal, and having the courage to do the right thing. - <u>Fairness</u>: Students will demonstrate fairness by being open-minded, listening to others, not taking advantage of others, not blaming others carelessly, and by playing by the rules, taking turns and sharing. - <u>Responsibility</u>: Students will always do their best and demonstrate accountability for their choices by doing what they are supposed to do, persevering, using self-control, being self-disciplined, thinking before they act and considering the consequences. - <u>Adaptability</u>: Students will demonstrate their ability to embrace change, challenge assumptions, consider different angles, make speculations about all sorts of possibilities, and fully pursue their natural curiosity. - <u>Creativity</u>: Students will demonstrate their ability to use their imagination to create visionary ideas, consider “What if...?” scenarios operate from their “gut” level and make remote connections between seemingly unrelated ideas or things 	<p>OE, SE, STPS</p> <p>OE, SE, STPS OE, SE, CS, GP, STPS</p> <p>OE, SE, STPS</p> <p>OE, SE, CS, GP, STPS</p> <p>, OE, SE, STPS</p> <p>, OE, SE, STPS</p> <p>OE, SE, CS, GP, STPS</p>

Exit Outcomes for Students Graduating From Century Community Charter School	Assessment Methods
<p>Lifelong Learning</p> <ul style="list-style-type: none"> • Interpersonal Skills <ul style="list-style-type: none"> - <u>Team Player</u>: Students will participate effectively in a team, demonstrating their ability to share responsibility, divide work and to make an individual contribution to group efforts - <u>Teaching</u>: Students will demonstrate an individual ability to teach others. - <u>Leadership</u>: Students will demonstrate their ability to communicate ideas effectively to justify their position, persuade others, and responsibly challenge existing procedures and policies. - <u>Negotiation</u>: Students will demonstrate their ability to work toward agreements involving the exchange of resources and resolving different interests and opinions. - <u>Diversity</u>: Students will demonstrate their ability to work well with individuals from diverse backgrounds. • Life Skills <ul style="list-style-type: none"> - <u>Fitness and Wellness</u>: Students will develop healthy lifelong habits and a balanced approach to physical fitness, nutrition, emotional stability and positive social relations. - <u>Technology</u>: Students will develop competency in information technology and will learn to critically evaluate all aspects of the technology. - <u>Consumer Responsibility</u>: Students will critically evaluate the nature and impact of available goods and services and being to make responsible choices. - <u>Time Management</u>: Students will select goal-relevant activities, set priorities, allocate time and prepare and follow schedules. 	<p>OE, SE, STPS</p> <p>OE, SE, STPS</p> <p>OE, SE, STPS</p> <p>OE, SE, STPS</p> <p>OE, SE, STPS</p> <p>OE, SE, STPS</p> <p>OE, SE, GP, , STPS</p> <p>OE, SE, GP, , STPS</p> <p>OE, SE, GP, P, STPS</p>

Element D: Governance

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

Century Community Charter School is a directly funded independent charter school and is operated by Century Community Charter Schools, Inc., a California non-profit public benefit corporation, pursuant to California law as provided for in Education Code 47604(a).

The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

Please find the Century Community Charter Schools, Inc. Articles of Incorporation, Bylaws, and Conflict of Interest Code attached in the appendices.

Governance Structure

The Charter School is governed by a corporate Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter, and which may be amended in accordance with the applicable process, therein. Should the provisions of this Charter conflict with the Articles, Bylaws, policies, or practices of CCCS, the provisions of this Charter shall prevail. CCCS shall provide written notice to the District of any proposed revisions to the Articles and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by its governing board. If the District considers the proposed revision(s) to be a material revision to CCCS' governance structure or Charter, the District shall notify CCCS in writing of the reasons; CCCS agrees it will not adopt such revision(s) unless and until the revision(s) is first approved through the material revision process in Education Code section 47607. CCCS shall provide a final copy of any revised Articles and/or Bylaws adopted by its governing board within 3 business days of the finalization of such revision(s), either by action of its governing board or the Secretary of State.

The Charter School Board of Directors has a legal fiduciary responsibility for the well-being of the organization. The Board shall conduct or direct other affairs of the corporation and exercise its powers, subject to the limitations of the Ralph M. Brown Act (Government Code Section 54950 et seq), Government Code Section 1090 et seq. as set forth in Education Code Section 47604.1, the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), and California

Nonprofit Public Benefit Corporation Law (only to the extent any such Corporation laws do not conflict with Education Code section 47604.1), the Articles of Incorporation, and the Bylaws.

Board Duties

The Century Community Charter Schools, Inc. Board's major roles and responsibilities include:

- Approving and developing the educational and operational policies of the Charter School;
- Approving and monitoring the Charter School's annual budget and fiscal affairs;
- Approving all major contracts in accordance with any applicable Board-adopted fiscal policies;
- Approving the Charter School's personnel policies and overseeing the implementation of these policies by the Charter School Principal;
- Appointing and removing directors on the Board in accordance with its Bylaws;
- Prescribing the duties of the Board except as otherwise provided in the Bylaws;
- Performing any and all duties imposed on it collectively or individually by law, the Articles of Incorporation, and the Bylaws of the corporation;
- Approving slate of employees recommended by the Principal;
- Approval of salary schedule;
- Hiring of auditors;
- Participation in dispute resolution when necessary;
- Participation in student expulsion hearings;
- Approval of check registry;
- Approval of financial policies;
- Evaluation of the Principal;
- Strategic planning.

The Board is charged with assessing educational needs and establishing priorities with the object of encouraging each student to realize his or her maximum potential.

Sub-committees may be formed to develop policy, new programs and implement a strategic fundraising plan.

Charter School Administration

The Principal oversees day-to-day administration of the Charter School with committees of the teaching staff. The business and financial administration of the Charter School, such as financial accounting, cash flow management, accounts payable /receivable, and payroll, is provided by a contracted back office business services provider (in compliance with prohibitions in Education Code section 47604 against specified services provided by a for-profit corporation) under the supervision of the Principal and the Board.

Century Community Charter School has a lean and broadly distributed administrative structure. The Assistant Principal coordinates all state testing, parent workshops and meetings, EL student

levels and reclassification, as well as our SPED meetings and compliance checks. The Dean of Instruction oversees CCCS professional learning communities, provides accountability measures for all teachers and coordinates with the Department Chairs, whose primary concern is the Charter School's pedagogy and instruction, will also oversee the activities of the teacher committees, and ensure that they are upholding school policies. Rotating committees of teachers and parents may provide feedback on discrete aspects of the Charter School operation including:

- Addressing discipline issues
- Developing school policies for approval by the Board
- Managing student assessments and professional development

Board of Directors

The Charter School Board shall consist of a minimum of five (5) and a maximum of nine (9) directors. In addition, there may be three ex-officio, non-voting members.

The Board will consist of:

- One parent of a student of Century Community Charter School elected by the Parents Committee and approved by the Century Community Charter School Board;
- One Century Community Charter School teacher;
- Community members and community partners
- Other members of the staff of Century Community Charter School

The Charter School shall comply with Education Code Section 47604.1(d) (as added by SB 126) and laws referenced therein, including the Ralph M. Brown Act (Gov. Code sections 54950 et seq), the Public Records Act (Gov. Code sections 6250 et seq.) Government Code Section 1090 *et seq.*, and the Political Reform Act.

Vacancies on the Board may be filled by a two-thirds vote of the Board. The number of Directors may be changed by amendment of the Bylaws, which would require two-thirds approval of the Century Community Charter Schools, Inc., Board.

In accordance with Education Code Section 47604(c), the District may appoint a single representative to sit on the Charter School Board.

Terms of Office

Each director elected shall serve for six year terms, except the terms of any current student and teacher representative of Century Community Charter School shall be one year. The term of office of a director elected to fill a vacancy in the Bylaws begins on the date of the director's election, and continues for the balance of the unexpired term in the case of a vacancy created

because of the resignation, removal or death of a director, or for the term specified by the Board in the case of a vacancy resulting from the increase of the number of directors authorized. A director's term of office shall not be shortened by any reduction in the number of directors resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action. A director's term of office shall not be extended beyond that for which the director was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

Board Meetings

The Board meets at least three times a year: once during each semester of school operation and once over each summer. All meetings of the Board of Directors shall comply with the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code), shall take place at least every month, reserving the right to cancel meetings during the summer and winter breaks. All Board meetings are made public and posted in compliance with the Ralph M. Brown Act. The Board meetings shall be held within the physical boundaries of the county in which the Charter School is located, in compliance with Education Code Section 47604.1(c)(1)(A). The Board of Directors and CCCS staff will be trained at least annually on the requirements of the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090 (as set forth in Education Code Section 47604.1) and Corporations Code conflict of interest rules (only to the extent any such Corporations Code rules do not conflict with Education Code section 47604.1), and which shall be updated with any charter school-specific conflict of interest laws or regulations. CCCS' Conflict of Interest Code shall be comparable to the Fair Political Practices Commission's model code, pursuant to California Code of Regulations, title 2, Section 18351, designating reporting categories or position whose incumbents would be required to disclose their economic interests in a Form 700; review, revise and maintain that Code as current throughout the term of the Charter; provide a copy of that Conflict of Interest Code and the documentation of board action adopting it to the District (and any revisions thereto); and require all affected CCCS officers, employees, representatives and governing board members to comply therewith.

Process to Ensure Parent Involvement

Creating a small community of learning where everyone has a sense of ownership and purpose, the Charter School Board is made up of parents, community members, and other stakeholders. Century Community Charter School believes that increased parent involvement translates into increased student achievement. Century Community Charter School will encourage, honor and respect the parent voice. Parent involvement and the inclusion of the parent voice are ensured in the following manner:

- All Century Community Charter School parents are strongly encouraged to agree to and sign the Family School Contract;

- Century Community Charter School has formed a parent committee that meets monthly at the Charter School to discuss school issues and policies.
- Parent/guardians are encouraged to join committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest, consistent with the vision, mission, and policies of the Charter School.
- Parent/guardians of each student are encouraged (but not required) to provide a minimum of two hours of service per month, or equivalent, to the Charter School. Service opportunities will include, but not be limited to, donations, preparing snacks, assisting at parent meetings, clerical support and supervision. In accordance with Education Code Section 47605(n), the Charter School shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.
- Classes and meetings are available for parents to be informed and learn more about school policy, planning for success (College Success Services and High School Nights), the importance of overall wellness with specific and targeted resources, and workshops for specific student groups, such as Special Education and English Learners.
- The staff of Century Community Charter School maintains open lines of communication at all times with parents. Beyond meeting with staff at parent-teacher conference, parents are advised that teachers are available for additional conferences as needed.
- CCCS also produces a monthly Parent Newsletter to keep parents and guardians updated on upcoming school events and news.

Parent-Student Handbook

All students and their parents/guardians are annually provided a copy of the Parent-Student Handbook, which contains a message from the Principal that outlines our philosophy and curriculum and profiles of our staff including areas of expertise and responsibility. The Handbook also includes other topics, such as:

- Hours of operation
- Registration
- Enrollment and lottery procedures
- Emergency procedures
- Health and safety, including child abuse reporting
- School meals
- Drop-off and pick-up times and locations
- Parent conferences and report cards
- After-school care
- Attendance and absences
- Dispensing of medicine
- Appropriate clothing
- Holidays and vacations
- Field trips
- Discipline and expulsion policy

- Homework help
- Unscheduled school closing (due to a natural disaster) notices are supplied to KNBC TV, KFVB (980) and KNX (1070), KMEX, and Telemundo.

The Handbook provides a detailed list of the many ways parents might become involved either at the school site, or by arranging experiences in the community, serving on an advisory committee, helping to increase school resources, sharing information, helping other parents, or sponsoring parent education classes.

The Parent-Student Handbook also identifies expectations of schooling. For example, parents expect that CCCS staff will provide a healthy, safe and stimulating learning environment, work with families to identify and meet the needs of students and parents, and provide regular feedback on the child's progress. Similarly, staff have the expectation that children will come to school clean, nourished, and ready to learn, that parents will communicate regularly with the Charter School and attend parent conferences, and that parents will choose an involvement opportunity to support their child's school.

***The Parent-Student Handbook can be found in the appendices.*

Process to Ensure Teacher Involvement

Teacher involvement is ensured in other ways as well. A teacher is chosen by the Principal to represent the voice of the teachers by serving as a voting member of the Charter School Board, in compliance with Education Code Section 47604.1(d), and acting as a communications liaison between the teachers and the Governing Board. The Board has the final decision on the Principal's recommendation for teacher representative on the Board. The teacher serves a one year term of office. Teachers will abstain from voting on any salary issues or clear or perceived areas of conflict.

Process to Ensure Student Involvement

One of the major benefits of small schools, as articulated by the U.S. Department of Education, is the level of connectedness students feel in small learning communities. Students that feel connected and that their presence is valued have higher self-worth and increased achievement. Century Community Charter School will foster a strong and ongoing relationship among students, teachers, and parents/guardians through an extensive mentoring and advisory program.

Process to Ensure Community Involvement

Representatives from the local business community and/or Century Community Charter School community partners shall serve as voting members of the Charter School Board. The Principal, staff and Board continually seek community partnerships that enhance the instructional program and support the vision and goals of Century Community Charter School. External partnerships and resources to be explored and, when appropriate, will work in collaboration with Century Community Charter School.

Element E: Qualifications for School Employees

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

Century Community Charter School shall not discriminate against any employee or applicant for employment on the basis of the characteristics listed in Education Code Section 220. Century Community Charter School attempts to recruit staff of diverse backgrounds to reflect the diverse student body.

All employees must furnish or be able to provide:

1. Proof of negative tuberculosis risk assessment or negative chest X-ray for tuberculosis in accordance with Education Code Section 49406.
2. Fingerprinting for a criminal record check. Century Community Charter School will process all background checks as required by Education Code Sections 44237 and 45125.1. CCCS will provide the District with written assurances of compliance with these fingerprinting requirements at the commencement of each school year and not later than September 15, and, within 15 days of any hire made during the school year.
3. Documents establishing legal employment status.

Minimum Teaching Staff Requirements

Century Community Charter School retains or employs teaching staff for core, college preparatory classes who hold appropriate California teaching certificates, permits, or other documents issued by the Commission Teacher Credentialing, equivalent to that which a teacher in other public schools would be required to hold, pursuant to Education Code Section 47605(l). In addition, CCCS complies with all applicable provisions of Every Student Succeeds Act. Core academic classes at CCCS include mathematics, English Language Arts, science, and history/social studies. Core teachers are responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies. The Charter School maintains a current copy of teacher certificates on file and ready for inspection.

Century Community Charter School may employ non-certificated staff in the non-core subjects such as physical education and electives. However, beginning January 1, 2020, CCCS will comply with new teacher credentialing requirements in Education Code sections 47605(l) and 47605.4, enacted with Assembly Bill 1505, including that all teachers in charter schools shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.

Minimum Instructional Support Staff Requirements

The instructional support staff must meet one of the following qualifications: (i) two years of higher educational study, (ii) an associate's degree or higher, or (iii) a passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading,

writing and mathematics. Instructional support staff does not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities (and except to the extent that, beginning January 1, 2020, CCCS will comply with new teacher credentialing requirements in Education Code sections 47605(l) and 47605.4). These staff members are in full compliance of any applicable Every Student Succeeds Act requirements.

Minimum Administrative Staff Requirements

Century Community Charter School also employs or retains non-certificated administrative staff responsible for administrative duties, including record keeping, office management, and other non-instructional activities. The administrative staff possesses experience and expertise appropriate for their position within the Charter School as outlined in their job description.

Job Descriptions and Qualifications

In addition to the above description of minimum requirements for the various positions at the Charter School, below, please find a summary of the job descriptions and responsibilities of the key employees at CCCS, along with other applicable qualifications and requirements for the respective positions:

Principal

The Principal reports directly to the Governing Board and serves as the chief executive officer of the Charter School. The role of the Principal is one that emphasizes internal accountability for overall school operations and external relations on behalf of the Charter School. The Principal is responsible for:

- Ensuring that the Charter School community follows the policies and decisions approved by the Governing Board.
- Ensuring that legal, fiscal, administrative, personnel, and overall school operations are in compliance with the charter and all related laws and regulations.
- Serving as the liaison between the Charter School and the business service provider on fiscal and related executive-management issues; taking all necessary steps to procure resources on behalf of the Charter School.
- Recruiting, hiring and evaluating staff and for developing individual professional development plans.
- Ensuring that the instructional team holds necessary credentials and/or meets educational requirements as required by law.
- Overseeing the development and implementation of the curriculum and programs, as well as review individual student and overall school performance in accordance with the Charter School's charter and related laws and regulations, and relate that information to the Governing Board along with recommendations for continuous improvement.

- All the Charter School's external relationships (e.g. chartering authority, compliance-related organizations, charter support organizations, legislators, and community-based organizations).
- Working with staff to prepare and submit an annual budget to the Governing Board for review and approval; and be responsible for maintaining a balanced budget throughout the school year.

Applicants for the Principal must demonstrate knowledge of charter school legislation and related regulations at the local, state and federal level. A minimum of a master's degree in Education and three years' proven experience in educational and organizational leadership, delegation and management including oversight of fiscal, legal, personnel and operational compliance and liability issues is required. Organizational skills will enhance the applicant's ability to be successful.

Assistant Principal

The Assistant Principal oversees the school culture, school disciplinary policies, special needs services, family communication, assists the principal to raise academic standards and student achievement.

Demonstrate instructional leadership to enhance school effectiveness by improving instruction and student achievement

- ☐ Supervising to improve instruction; uses the evaluation process to improve instruction effectively
- ☐ Analyze a variety of educational data to focus on student achievement
- ☐ Guide teachers in their professional growth
- ☐ Facilitate a climate that is conducive to student learning and development.
- ☐ Initiate action, take responsibility and motivate teachers to assist in setting and achieving the goals
- ☐ Assists principal by accepting authority and assuming responsibilities
- ☐ Facilitate meaningful and effective parent-teacher communication
- ☐ Use coaching, and the use of staff development to foster individual growth
- ☐ Assists in building a supportive environment for learning; provides timely and specific feedback

Dean of Instruction

The Dean of Instruction is an administrative position. The Dean works with the Assistant Principal in educating and training staff on the Implementation of the Common Core State Standards as they relate to instructional planning, curriculum development, alternative assessments, and the use of grading and scoring guidelines.

Works with individual/group of teachers in department meetings, faculty meetings, staff development days, etc.

- ☐ • Address major issues of concerns and facilitate solution findings/problem solving.
- ☐ Affect teacher behavior change by modeling effective teaching in the classroom and working

directly with teachers.

- ☒ • Work with teachers and model effective teaching strategies in their classrooms.
- ☒ • Provide type of effective teaching strategies which have been modeled in the classroom.
- ☒ • Provide documentation which may include: Model lesson plans, list of resources, examples of lesson plans utilized, portfolio products, etc.
- ☒ *Model for teachers' actual lesson with varied instructional teaching strategies:
 - ☒ • Establish a calendar for demonstration of actual lessons.
 - ☒ • Make use of varied instructional teaching strategies.
 - ☒ • Implement demonstration of effective instructional models in the classroom on a daily/weekly basis/a designated number of lessons per week.
- ☒ • Provide documentation which may include: Calendar, names of teachers, types of lessons, follow-up visits, logs, summary feedback to teachers, identified teaching strategies. Model and train teachers in test data analysis, assessment of student needs, organization of curriculum and instructional materials, planning daily instruction and developing prescriptions for student learning.

Teachers

Core teachers must have demonstrated excellence as a teacher including knowledge of the subject matter they teach, be fluent with current educational theory and curriculum development, be knowledgeable and supportive of charter schools as well as be creative and innovative in their approach to education. Teachers are primarily responsible for:

- Student learning.
- Assessing student growth in a variety of ways.
- The performance of their students.
- Understanding the charter and its philosophies and practices.
- Participating on committees as necessary.
- Involving themselves individually and collaboratively in professional development activities that advance their skills, knowledge, and attitudes in the best interests of themselves, their students, and the Charter School.
- Working with the Charter School's varied stakeholders in support of the home-school community continuum of educational culture that the Charter School holds as one of its central tenets.
- Serving as an advisor for assigned students.
- Holding credentials as necessary, and in compliance with teacher credentialing requirements in Education Code sections 47605(l) and 47605.4 beginning January 1, 2020.

Century Community Charter School requires all teachers who provide instruction to English Learners to have certification to teach English Language Development or English as a Second Language through EL authorization such as the CLAD or BCLAD. Teachers who have training in second language pedagogy and experience teaching second language learners and sheltered English classes will be highly desirable.

Non-core Instructional Staff

The Principal is responsible for supervising the non-core instructional staff. These individuals may include but are not limited to the following positions:

- Teaching assistants meeting the qualifications of Every Student Succeeds Act for paraprofessionals
- Physical Education/Health Instructors
- Art instructors
- Music instructors
- Tutors
- Gifted and Talented Instructional Specialists
- Instructors for enrichment, extracurricular, and community service activities

Teaching Assistants ("TAs")

TAs are a vital and integral part of our school community. 75% of the TAs' time is in direct support of students. TAs are engaged in one of the following activities at all times:

- Sitting and working with a group of students.
- Circulating.
- Teaching the entire class. (If instructed and supervised by a credentialed teacher for core classes)
- Teaching a small group lesson.
- Collecting assignments.
- Checking homework journals.
- Writing comments in homework journals.
- Answering student questions.
- Supervising a trip to the bathroom.
- Supervising a group working out of the classroom.
- Redirecting student attention during lessons and/or activities.

Some of these staff members are employed on a part-time basis. Others may be retained on a contractual basis. These staff members have proven experience in their areas of expertise and must have worked with children for a minimum of one (1) year prior to being hired by the Charter School.

Office Personnel

Office personnel are selected by the Principal. At a minimum, office staff must have three (3) years' experience in an assignment involving general office duties and must possess computer skills, such as word processing and spreadsheets. A person with experience in a fast-paced environment, fluent in speaking and writing in Spanish are highly desirable. Office personnel duties include but are not limited to:

- Answering telephones

- Filing
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums and performing clerical and administrative duties as assigned
- Bilingual translation and communications with parents

Commitment

All prospective staff must show a strong desire to teach academically intense curriculum, commit to an extended school day, and continue their professional development during the Charter School's prescribed professional development days. Additionally, all staff meets any additional guidelines and standards set by the Charter School Board.

All staff members sign the Commitment to Excellence agreement at the beginning of each academic year, in addition to the Century Community Charter School employee contract.

All Century Community Charter School's faculty commit to:

- Abide by federal, state and local laws;
- Maintain a professional relationship with all students;
- Refrain from the abuse of alcohol or drugs during the course of professional practice;
- Comply with state, federal, and local laws regarding the confidentiality of student records;
- Fulfill the terms and obligations detailed in the Century Community Charter School employment contract;
- Compliance with the Child Abuse and Neglect Reporting Act, California Penal Code 11164 *et seq.*
- Maintain a high level of professional conduct; and
- Adhere to the contents of the Commitment to Excellence agreement.

We are a strong school where everyone truly cares and is committed to the philosophy of "Servant Leadership." A "Servant Leadership" philosophy encourages its teachers/leaders to serve the needs of others while remaining focused on achieving results in alignment with the values and integrity held dearly by the administrative and teaching staff of CCCS.

As servant teachers/leaders, it is critical that we establish a community of collaboration, trust, empathy, and respect. We are public servants first, in the form of teachers educating our students for the future, and secondly, we are leaders focusing on servicing the needs of our students so that they can receive the knowledge we are imparting. Ultimately, we are here to

enhance student growth, while working as an individual and yet in tandem as a team. Together we are a strong team of individuals, but individually, we are a weak team of one.

It is critical that every member of the CCCS community understands his or her role as a servant leader. As servant leaders/teachers, we must be able to recognize and identify our dual roles, leader and teacher. Once recognized, we must be able to comfortably cross the line that separates our roles, servant leader from servant teacher; the servant leader side of the line reveals the personal/compassion needs of the student and when we cross the line onto the other side, we become the teacher, representing the Charter School or business side of education.

Process for Staff Recruitment, Selection, Evaluation and Termination

Staff are recruited through advertising in local newspapers (especially community), WAVE Newspaper, leaflets to selected schools, and state credentialing programs. The Principal selects staff with input from the advisory board and additional parents and teachers when necessary. Teachers are also recruited through education publications such as Education Week, teacher networks such as Teach for America, Edjoin and recruiting organizations such as Charter Teach.

Element F: Health and Safety

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Charter School shall maintain full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Principal and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

CCCS complies with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers and work-site participants prior to employment, and/or contract, or for volunteers any one-on-one contact with pupils of the Charter School without the supervision of a credentialed employee. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal monitors compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. CCCS will provide the District with written assurances of compliance with these fingerprinting requirements at the commencement of each school year and not later than September 15, and, within 15 days of any hire made during the school year.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and

working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325–120375 and Title 17, California Code of Regulations Sections 6000–6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School adheres to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School adheres to Education Code Section 49450 *et seq.* as applicable to the grade levels served.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

Should CCCS participate in the federal National School Lunch Program or federal School Breakfast Program, it shall comply with restrictions on advertising in Education Code section 49431.9.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code pursuant to Education Code section 35183 that prohibits students from wearing “gang-related apparel,” if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School adheres to an Emergency Preparedness Handbook drafted for Century Community Charter School. This handbook includes but is not limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood-Borne Pathogens

The Charter School meets state and federal standards for dealing with blood- borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School maintains a drug-, alcohol-, and smoke free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, immigration status, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy and complaint procedure (accessible to parents) to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

The Charter School will post on its website information on how to file a Title IX complaint, in the manner required by Education Code section 221.61.

Bullying Prevention

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Element G: Racial and Ethnic Balance

Governing Law: The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Charter School shall accept all students who wish to attend the Charter School. The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220. Century Community Charter School continues to strive to achieve and maintain an ethnic and racial balance among its students that is reflective of the general population residing within the territorial jurisdiction of the District.

Century Community Charter School is attempting to reverse the pattern of low socioeconomic and high ethnically diverse populations underperforming in school. As such, Century Community Charter School has instituted a recruitment program designed to educate and inform potential students about its instructional program and seek to identify and recruit students who traditionally have been underserved and/or have underperformed in traditional middle school environments.

The recruitment program includes, but is not necessarily limited to:

- The development of promotional material, such as brochures and banners;
- Visits to child development centers, community centers, and park and recreation facilities when appropriate events are held;
- Attendance and participation at local neighborhood events to promote the Charter School and meet prospective students;
- Developing partnerships with local racial and ethnic community organizations as a source of referrals for prospective students;
- Organizing open house and school tour visits to offer opportunities for prospective students and families to learn more about the Charter School program;
- Utilization of teachers and staff to develop a teacher referral network from other schools for prospective students;

Century Community Charter School maintains an accurate accounting of the racial and ethnic makeup of the Charter School and reviews it on an ongoing basis. Beginning January 1, 2020, consistent with changes to Education Code section 47605 enacted with Assembly Bill 1505, CCCS shall actively seek to achieve a balance of racial and ethnic pupils, in addition to special education pupils and English learner pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

Element H: Admissions Policies and Procedures

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

Century Community Charter School is nonsectarian in its programs, admission policies, and all other operations, accepts all students who are residents of the State of California, and does not discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School; however, after an offer of admission or enrollment, tests may be administered to determine the proper placement of students. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Century Community Charter School is committed to maintaining a diverse student population, utilizing outreach efforts to recruit students who traditionally have been underserved, as discussed above in Element G.

Public Random Drawing

All students who are interested in enrolling at the Charter School are required to complete an application for admission during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability.

If the number of admission applications exceeds the enrollment capacity following the open enrollment period, a public random drawing (“lottery”) is held to determine admission for the impacted grade level. Existing students of Century Community Charter School have an automatic right to continued enrollment in the Charter School should they wish to do so and shall be exempt from the public random drawing. Century Community Charter School gives the following admission preferences in the case of a public random drawing in the following order:

- 1) Residents of the District.
- 2) Siblings of students admitted to or attending Century Community Charter School.
- 3) Children of Century Community Charter School educators, administrators, and staff.
- 4) All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences, including seeking approval of the charter authority as necessary, as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Any applications not accepted through this public random drawing due to capacity limitations are used to develop a wait list pool of applicants who shall be admitted in the order in which they were drawn, should space become available. Additional applications are accepted on an ongoing basis and are held until there is a need for a second lottery. The wait list does not carry over from one school year to the next.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records¹

As part of the enrollment process, parents of admitted students are asked to attend a pre-admission orientation during which they learn details about the general policies of CCCS and the goals and expectations of our institution. Parents sign a form to acknowledge receipt of the Family-School Contract prior to their child's enrollment. CCCS encourages parents to keep their child at CCCS through the eighth grade to maintain continuity in the student's education and to support the success of their children at CCCS, but are not required to do so. CCCS also provides a comprehensive list of volunteer parent involvement opportunities for parents and stress our desire to collaborate with them on meeting our school goals.

¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before an offer of admission or enrollment.

Element I: Independent Financial Audits

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(l).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles. The audit will be conducted in accordance with generally accepted auditing procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School Board forms an audit committee each fiscal year to oversee selection of an independent auditor and the completion of the annual audit. The auditor selected will have a CPA and at least 3 years' experience in school accounting practices, and will be approved by the State Controller on its published list as an educational audit provider. The Charter School Board shall ensure that the audit will verify the accuracy of CCCS's financial statements, attendance and enrollment accounting practices, and reviews CCCS's internal controls. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the report of the auditor's findings will be forwarded to the chief financial officer of Lennox School District, the State Controller's Office, CDE and the County Office of Education by December 15 of each year. The audit committee will review any audit exceptions or deficiencies and report to the Charter School Board with recommendations on how to resolve them. The Board will report to Lennox School District regarding how the exceptions and deficiencies have been or will be resolved, to the satisfaction of Lennox School District with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element J: Student Suspension/Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

Policy:

The following Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Century Community Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures clearly describes discipline expectations, and is printed and distributed as part of the Parent-Student Handbook which is sent to each student and his/her parent/guardian at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and its Procedures are available on request at the Principal's office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom CCCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Century Community Charter School follows all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom CCCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights

holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the basis for which the pupil is being involuntarily removed and the pupil's right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Compliance with the procedures set forth in this Charter shall be the only processes for the Charter School to involuntarily dismiss, remove, or otherwise exclude a student who attends the Charter School from further attendance at the Charter School for any reason, including but not limited to, disciplinary and academic causes. In no event shall the Charter School adopt an additional or alternative process for dismissing, removing, or otherwise involuntarily removing a student who attends the Charter School from further attendance at the Charter School separate from or in addition to Charter School's procedures for suspension and expulsion.

Procedures:

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct that occurs anytime and impacts the school environment, including if the act is 1) on school grounds; 2) while going to or coming from school; 3) during the lunch period, whether on or off the school campus; or 4) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses – Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force of violence upon the person of another, except self-defense.
 - c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (However, commencing July 1, 2020, pursuant to Senate Bill 419, Education Code § 48901.1 is enacted to provide that: *“A pupil enrolled in a charter school in any of grades 6 to 8, inclusive, shall not be suspended on the basis of having 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. This subdivision is inoperative on July 1, 2025.”*)
- l. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m. Possessed an imitation firearm, i.e.: 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.

- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the 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 section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic 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 property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and

reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment.

- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that

another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above.

“False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v. 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, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-discretionary Suspension Offenses – Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) 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 students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self- defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.

- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: 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.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the 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 section, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, "terroristic 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 property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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.

- r. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. 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, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime

of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

2. Non -Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
 - a. 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 students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandishing a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference – Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and,

whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians – At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.
3. Suspension Time Limits/Recommendation for Expulsion – Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal or Principal’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2)

the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a Charter School Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

No student shall be involuntarily removed by the Charter School for any reason inconsistent with Education Code section 47605(b)(5)(J). Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from

exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual

battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

If a student (subject to compulsory full-time education) is expelled or leaves CCCS without graduating or completing the school year for any reason, CCCS shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the student, including report cards or a transcript of grades, and health information. If the student is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to CCCS within 30 days if CCCS demonstrates that the student had been enrolled in the charter school. (Ed. Code, § 47605(d)(3).)

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from Century Community Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Century Community Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

Century Community Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a

disability or student who Century Community Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Century Community Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If Century Community Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If Century Community Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that CCCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and CCCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If Century Community Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then CCCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or Century Community Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or CCCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and CCCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Century Community Charter School had knowledge that the student was disabled before the behavior occurred.

Century Community Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to CCCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other CCCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other CCCS supervisory personnel.

If Century Community Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Century Community Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Century Community Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by CCCS pending the results of the evaluation.

Century Community Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or the federal social security. Education Code Section 47605(b)(5)(K).

Certificated Employees

All full-time certificated employees who are eligible will participate in the State Teachers' Retirement System ("STRS").

Non-Certificated Employees

All other, non-certificated employees shall participate in the Public Employee Retirement System (PERS). The Charter School Board retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Prior to any changes in retirement benefit packages, Century Community Charter School agrees to provide written notification to all employees. CCCS must notify Lennox School District of any proposed changes.

The Principal shall be responsible for ensuring that all appropriate arrangements for retirement coverage have been made.

Element L: Student Attendance Alternatives

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who opt not to attend Century Community Charter School may attend other district of residence schools or pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of their district of residence or county of residence. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element M: Return Rights of District Employees

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Any Lennox District School employee who chooses to leave the employment of the District to work at CCCS will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement and will not be covered by his or her respective collective bargaining agreement unless a separate agreement is specifically negotiated, although comparable protections and benefits may be extended in the individual work agreements.

Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes between the Century Community Charter School and Lennox School District

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the District Superintendent and Principal of the Charter School, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the matter will be addressed in accordance with the laws and regulations pertaining to charter revocation. The Charter School requests this be noted in the written dispute statement, however, the Charter School understands participation in the dispute resolution procedures outlined in this section shall not impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Principal and Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of the Charter School, or their respective designees, and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, or their respective designees, with assistance from the chosen mediator. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. When applicable, each party shall be solely responsible for its own attorney’s fees. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Written Notification shall be addressed as follows:

Century Community Charter School
901 South Maple St.
Inglewood, CA 90301

To the Coordinator-in-Charge of Charter Schools:
Lennox School District
10319 Firmona Ave.
Lennox, CA 90304

Internal Disputes

All internal disputes involving CCCS shall be resolved by the Charter School according to the Charter School's own internal policies. All complaints or disputes about CCCS not related to a possible violation of the charter or law that is received by LSD will immediately be forwarded to CCCS to address. The District agrees not to intervene in the dispute without the consent of the CCCS Board unless the matter relates to a possible violation of the charter or law or to the operation of the Charter School or the District's oversight obligations.

This dispute resolution process provides parents, students, staff, and volunteers who have a grievance concerning the Charter School, with a procedure to follow to have the grievance heard by the Principal or his or her designee and, if it cannot be resolved at this level, to have it heard by the Governing Board at a regularly scheduled Board meeting.

The Charter School also maintains a Uniform Complaint Policy and Procedures ("UCP"), and Title IX complaint process (Education Code section 221.61) as required by state law.

Element O: School Closure Protocol

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

The following are closing procedures that abide by Education Code Section 47605(b)(5)(O) and its implementing regulations, should the Charter School close for any reason.

The decision to close Century Community Charter School will be documented in a closure action of the Charter School Board. In the event of such a closure action, the following steps are to be implemented:

- i. Closure of the Charter School will be documented by official action of the Charter School Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.
- ii. The Charter School will promptly notify parents and students of Century Community Charter School, the District, the County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
 - a) The written notification to parents and students will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
- iii. The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.
- iv. The Charter School will provide parents, students, and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. Records of students who have not notified Century Community Charter School in writing of a receiving school will be sent to the student's school of residence.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. Century Community Charter School will ask the District to store original records of the Century Community Charter School students. All records of Century Community Charter School shall be transferred to the District upon closure if the District agrees. If the District will not or cannot store the records, Century Community Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

- v. As soon as reasonably practical, the Charter School will prepare final financial records. A financial closeout audit of the Charter School will be paid for by Century Community Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets. The final independent audit shall be completed within six months after the closure of the Charter School. This audit will be conducted by a neutral, independent CPA selected by the Charter School who will employ generally accepted accounting principles, and the audit will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

Any liability or debt incurred by Century Community Charter School will be the sole responsibility of Century Community Charter School and not Lennox School District. Century Community Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of Century Community Charter School.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of Century Community Charter School and shall be distributed in accordance with the Articles of Incorporation, upon the dissolution of the nonprofit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and

Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

As Century Community Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of Century Community Charter School, the Board will also follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, Century Community Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

- vi. For six calendar months from the closure action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Century Community Charter School Century Community Charter Schools, Inc., Board will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

- vii. In addition to a final audit, Century Community Charter School will also submit any annual reports required pursuant to Education Code Section 47604.33.

Miscellaneous Charter Provisions

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

Century Community Charter School shall be operated by a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

CCCS shall be solely responsible for all costs and expenses related to the Charter and its operation, including, but not limited to, costs of insurance, reserves, staff and operations. CCCS shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents to which District is not a party and/or which are not approved or ratified by the District Board as required by law, shall be unenforceable against the District and shall be CCCS' sole responsibility

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. Century Community Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District- requested protocol to ensure the District shall not be liable for the operation of Century Community Charter School.

Century Community Charter School's Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

The corporate bylaws of Century Community Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Member's and Officer's insurance, and fidelity bonding to secure against financial risks. Insurance amounts are determined by recommendation of Century Community Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School. Specifically:

Indemnification

To the fullest extent permitted by law, Century Community Charter School agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the District, the District Board, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (“Indemnitees”) from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney’s fees and litigation costs and interest, that in any way arise out of or relate to any actual or alleged act or omission on the part of CCCS, and/or on the part of the board of directors, members, officers, board appointed groups, committees, boards, and any other CCCS appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of CCCS in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter, any memorandum of understanding (MOU) between the parties (except to the extent specified in such MOU), and/or in any way related to the operation or operations of CCCS or of any other facility, program, or activity of CCCS.

The obligations of CCCS to defend the District and the other Indemnitees identified herein is not contingent upon any assertion or finding that the person or entity indemnified is liable by reason of a non-delegable duty nor shall be contingent upon there being an acknowledgement or a determination of the merit of any claim, demand, action, cause of action, or suit; and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this section. However, nothing in this paragraph shall be constructed to obligate CCCS to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee’s sole negligence or willful misconduct, where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of CCCS shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

CCCS further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter and any MOU between the parties extend to indemnify, defend, and hold the Indemnitees harmless from all financial obligations in the event of an unbalanced budget.

CCCS’s obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter and any MOU between the parties, shall survive the revocation, expiration, termination, or cancellation of this Charter and or any other act or event that would end the CCCS’s right to operate as a charter school pursuant to its Charter or cause CCCS to cease operations.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. CCCS shall at all times be operated by or as a nonprofit public benefit corporation.

Additionally, to the fullest extent permitted by law, CCCS agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to the District and hold harmless the Indemnitees from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to attorney's fees and litigation costs and interest, that in any way arise out of or relate to claims and/or allegations that CCCS has violated Education Code section 47605 or 47605.1 with respect to the location of any site operated by CCCS.

Nothing in this provision shall serve to reduce or excuse CCCS's obligations to obtain and maintain the insurance required by this Charter and/or any MOU and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter and/or any MOU between the parties, nor shall limit any rights Indemnitees may have under applicable law, including without limitation, the right of implied indemnity.

Insurance Requirements

CCCS shall purchase and maintain in full force and effect at all times during the term of this Charter, insurance in amounts and types and subject to the terms approved by the Lennox School District's risk manager as specified below.

No coverage shall be provided to CCCS by the District, including self-insured programs or commercial insurance policies that the District may procure. In the event CCCS adds locations (which may only be done through an approved material revision to its Charter), each CCCS location shall meet the below insurance requirements individually. It shall continue to be CCCS's responsibility, not the District's, to monitor its vendors, contractors, partners, or sponsors for compliance with the insurance requirements.

CCCS's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any MOU or any other agreement between the parties or any other act or event that would end CCCS's right to operate as a charter school pursuant to its Charter or cause CCCS to cease operations until CCCS has fully complied with the Closure Protocol set forth in this Charter and/or any closure or termination procedures or requirements in any MOU or other agreement between the parties and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter or any MOU or other agreement between the parties and/or the defense, indemnity, and hold-harmless obligations of CCCS, throughout the life of the Charter and any MOU or other agreement between the parties, CCCS shall obtain, pay for, and maintain in full force and effect insurance policies, meeting the recommended policy and coverage limits of the Alliance of Schools for Cooperative Insurance Programs (ASCIP), issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than “A or A-VII” by A.M. Best Insurance Rating Guide, and/or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

1. **COMMERCIAL GENERAL LIABILITY** insurance and/or coverage, which shall include coverage for: “bodily injury,” “property damage,” “advertising injury,” including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than \$ 5,000,000 per occurrence and \$ 10,000,000 in the aggregate.
2. **COMMERCIAL AUTO LIABILITY** insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than \$ 1,000,000 per person and per occurrence.
3. **WORKERS’ COMPENSATION** insurance and/or coverage, as required by applicable law, with not less than statutory limits.
4. **PROPERTY** insurance and/or coverage, which shall include: (a) coverage for real property on an “special form” basis with full replacement cost coverage and code upgrade coverage; (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented; and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment, and supplies of CCCS. If any Lennox School District property is leased, rented or borrowed, it shall also be insured by CCCS in the same manner as (a), (b), and (c) above.
5. **PROFESSIONAL LIABILITY** insurance and/or coverage for educators legal liability and error and omissions, including, but not limited to, coverage for sexual abuse/molestation and sexual harassment, in an amount not less than \$3,000,000 per “claim” with an aggregate policy limit of \$6,000,000.
6. **CYBER LIABILITY** insurance and/or coverage for the Charter School and for the Charter School to require Tech or IT Liability from its third party vendors, which shall include coverage for Security, Privacy, Business Interruption, Cyber Extortion, and Denial of Service, in an amount not less than \$_____ per

“claim” with an aggregate policy limit of _____ . Additionally, the Charter would have vicarious liability for the work performed by the vendor/consultant.

7. CRIME INSURANCE: Money and Securities: \$1,000,000 per occurrence; Forgery and Alteration: \$1,000,000 per occurrence; **AND** Employee Dishonesty: \$1,000,000 per occurrence

All of the liability insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the District, District Board members, officers, District Board appointed groups, committees, boards, and any other District Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “District and the District Personnel”) as additional insureds; (b) insure the District and District personnel to the same extent as CCCS; (c) be primary insurance, and any insurance and/or self-insurance or coverage maintained by the District and/or by the District Personnel shall be in excess of CCCS’s insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by CCCS; (d) be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage and cyber liability, which shall be on a “claims made” basis; and (e) apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without ten (10) days’ prior written notice thereof given by the insurer to the District, or the notice period required by the District’s own insurer, whichever one is greater, by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the District by the insurer, CCCS shall also provide the District with thirty (30) days’ prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, CCCS shall cease operations until such policy of insurance and/or memorandum of coverage is restored or replaced, and if the required insurance and/or coverage is not restored or replaced within two (2) business days, the Charter may be subject to revocation pursuant Education Code Section 47607.

The acceptance by the District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of CCCS or of any insurer or joint powers authority to the District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the District and/or the District Personnel are waived.

Verification of Coverage

CCCS shall provide to the District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Lennox School District risk manager within thirty (30) days of the approval of this Charter and by July 1 and January 7 of each year thereafter, and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of CCCS to defend, indemnify, and hold harmless the District and the District Personnel.

Deductibles and Limits of Liability

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of CCCS to defend, indemnify, and hold harmless the District and the District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims. In the event that CCCS is unable to satisfy this requirement on all liability policies, CCCS shall contact the Lennox School District risk manager to seek approval of any changes to this requirement that may be needed for CCCS to obtain and procure necessary insurance.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the District.

CCCS shall promptly respond to all inquiries from the District regarding any claims against CCCS and/or any obligation of CCCS under the foregoing provisions of this Charter.

Additionally, CCCS shall, at all times, maintain a funds balance (reserve) of its insurance expenditures, including funds to cover any losses that may fall within its deductible(s) or self-insured retention(s), as set forth in the MOU between the parties.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

In accordance with Education Code 47613(a), the District may charge for the actual costs of supervisory oversight of Century Community Charter School pursuant to 47604.32 not to exceed 1 percent of the revenue of the charter school. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

With the exception of services performed by Lennox School District in providing supervisory oversight to Century Community Charter School as defined by Education Code Section 47604.32, all other requested services from the District shall be procured on a fee-for-service basis. Mutually agreed-upon fees must be in place prior to the service(s) being provided. Century Community Charter School will establish a competitive bid process balancing quality and price to outsource many of the services not retained from Lennox School District.

Century Community Charter School requests competitive bids for back office services as needed. Currently, CCCS is contracted with EdTec. EdTec helps its client schools craft comprehensive, realistic budgets - income statements, balance sheets, and cash flow statements - that stand the test of time and are based on solid revenue projections and expense assumptions.

Over the course of the year, EdTec provides detailed monthly financial reports and analysis on the year-to-date budget and recommends budget revisions when appropriate to account for unforeseen changes in circumstances. EdTec closely monitors its client schools' cash flow situation and provides short-term cash flow financing when possible to help its client schools meet their obligations.

EdTec also keeps the books of its partner charter schools so financial information is readily accessible, accurate, and actionable by the Principal and Board. EdTec handles and tracks the financial transactions of its schools, ensuring that all funds are collected from the district, county, and state, and all bills are paid in a timely way. More often than not, EdTec staff needs to work with the authorizing school districts on a regular basis to help them understand all the funds from different sources owed to the schools. EdTec files all required financial reports to

the California Department of Education, the County Superintendent of Schools, and the local school district. They also work closely with the schools' auditors to ensure a fast, hassle-free audit process with no audit exceptions.

Strong financial controls are at the heart of successful financial management. Century Community Charter School's business services sub-contractor has extensive experience in managing school finances. Their philosophy on financial controls includes four major tenants:

1. Controls work best if built-into the system, rather than applied to it after the fact;
2. Control derives from procedure, rather than intentions;
3. Separation of duties and responsibilities is critical to sound control; and
4. All control systems should have a "double-check."

With these core principals in mind, Century Community Charter School has the following controls:

Payroll: All new hires must be approved by the Board, including their contracts and compensation. Periodic payroll runs must be approved in writing by the Principal.

Contracts: All major contracts, or other obligations of the corporation, must be in writing and approved in advance by the Board.

Borrowing: All borrowing must be approved in advance by the Board.

Accounts Payable: All requests for payment must be made in writing (e.g., through invoice or Employee Reimbursement Request) with appropriate documentation. The Principal must, in writing, verify complete receipt of all goods and services. Approval to pay requires the signature of the Principal and one Board member for all amounts over \$5,000; of the Principal for smaller amounts. Checks over \$5,000.00 require two signatures (drawn from the Principal and Board members).

Financial Statements: The back office business services contractor prepares monthly financial statements that show, at a minimum Year-to-Date information on: actual performance; the budget; and the variance of budget versus actuals. In addition, the statements will include a "rolling" revised forecast of end-of-year Revenues, Expenses and Net Surplus (or Deficit), informed by the actual Year-to-Date performance and updated assumptions (such as enrollment projections or funding rates.) This Forecast is intended to identify early if the Charter School is going off-track so that corrective action is possible while there is still time. The monthly financial report also contains a current monthly cash-flow forecast that clearly identifies any potential liquidity problems.

Assets: The Charter School "tags" all assets worth over \$1,000 and account for them annually as part of the audit.

Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.

Education Code Section 47605(g).

Century Community Charter School occupies the facility at 901 S. Maple Street, Inglewood, CA 90301, currently within the boundaries of the Inglewood Unified School District. CCCS recognizes that all charter schools are required to locate within the boundaries of their authorizer (Education Code § 47605(a)), subject to only a few limited exceptions. CCCS understands that it must meet an exception in Education Code § 47605.1 to operate in IUSD. (CCCS recognizes that as of January 1, 2020, when legislative amendments to Education Code 47605.1 and other charter provisions are to take effect, charters will be significantly limited in their ability to legally locate outside their authorizer’s boundaries.) In 2019, CCCS engaged a commercial real estate broker to search for available or soon-to-be-available facilities within the boundaries of Lennox School District that met the school’s needs. Despite an exhaustive search, “there are no properties available in the geographic area that qualify for [our] school building criteria.” The “search included all properties both for lease and for sale.” Included in the appendices are the details of this search.

Century Community Charter School shall not begin operation in any location for which it has failed to timely provide a certificate of occupancy to the District, unless an exception is made by the Office of Charter Schools and/or the local planning department or equivalent agency.

Budget and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached in the appendices, please find the following documents:

- Budget narrative;
- A projected budget
- Financial projections and cash flow for three years of operation

The attached budget and cash flow projections are based on conservative estimates of actual costs to operate Century Community Charter School’s program. Assumptions used to create the analysis are based on the Charter School’s historical financial data and enrollment, as well as the most recently available information provided by the Fiscal Crisis Management Assistance Team (“FCMAT”) and School Services of California (“SSC”). These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Attendance Accounting

Century Community Charter School will utilize the reporting procedures acceptable to Lennox School District. Attendance accounting procedures will satisfy requirements for Lennox School District, and if necessary notes will be required from parents upon absence of a child from school. State school registers will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to Lennox

School District on a monthly basis. Century Community Charter School will comply with all laws establishing minimum age for public school attendance.

Century Community Charter School will utilize data including but not limited to the following features:

- Demographic information regarding students
- State standardized test results
- Class registration information
- Staff information
- School survey programs
- Student schedules
- Extract capabilities
- Transfer and cumulative record information

Direct Funding

Century Community Charter School will elect to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. All revenue generated by Century Community Charter School will be deposited in the Lennox School District Treasury.

In consideration of the services rendered by Century Community Charter School pursuant to this charter, the Charter School will receive full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. Century Community Charter School will receive revenue payments based on student attendance (ADA) records and eligibility requirements.

REVENUES

Enrollment Assumptions

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollment	450	450	450	450	450	450
6 th	145	145	145	145	145	145
7 th	153	153	153	153	153	153
8 th	152	152	152	152	152	152
ADA	436.5	436.5	436.5	436.5	436.5	436.5
Percentage	97%	97%	97%	97%	97%	97%

Enrollment and average daily attendance (ADA) are based on historical actuals.

Demographics

Based on 2018-19 CALPADS data, the percentage of high needs students, or unduplicated pupil percentage, for CCCS was 86.22%. The unduplicated pupil percentage consists of the population of students who are free and reduced-price meal eligible, foster youth and English language learners. The percentage of English learners last year was 32.45%. The unduplicated percentage is assumed to remain the same in out years.

Government Funding

General purpose entitlements are based on the State’s Local Control Funding Formula (LCFF) since its passage in 2013. The formula is comprised of a base rate per average daily attendance and supplemental and concentration grants, as determined by the LEA’s unduplicated percentage. The Charter School’s concentration funding is capped by Lennox School District’s UPP of 95.21%.

The effective funding rates through 2024-25 were calculated using the most recently available version of the Fiscal Crisis Management Assistance Team’s LCFF calculator (version 20.2b released on July 26, 2019). Should the estimated rates change, CCCS will adjust its budget accordingly.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
COLA	3.26%	3.00%	2.80%	3.16%	3.20%	0.00%
LCFF Rate	10,680	11,043	11,350	11,709	12,083	12,083

The proportion of general purpose entitlements from in lieu property tax is 8.0%, based on the district’s 2018-19 P-2 certified rate of \$853 per ADA. The percentage coming from the Education Protection Account is assumed to be 30.51% of LCFF funding, also based on last year’s funding level. The remainder of general purpose funding would come from state aid.

Given its high percentage of Free and Reduced Lunch population (83%), CCCS has budgeted for Title I, Part A; Title II; and Title IV school-wide funds. The budget assumes that the Charter School will receive the same level of funding for future years based on FY19 final entitlements.

For purposes of special education, CCCS is an independent member of Southwest SELPA. Revenue assumptions are based on historical entitlements of state and federal funding.

CCCS will begin participating in Child Nutrition Programs beginning in 2019-20. The preliminary assumption is that federal nutrition funding will recover 89% of food costs, and state nutrition funding will recover an additional 1%.

Other State Funding

The Charter School is eligible for SB740 Facility Grant funds since it leases a private church facility and both the Charter School and neighboring school have a Free and Reduced Lunch population exceeding 55%. In accordance with the terms of the grant, the funds are budgeted according to the lesser of either calculation – \$1,184 per ADA; or 75% of annual costs of rent

and other eligible expenses (to include repairs, utilities, and janitorial expenses). In the case of the latter calculation, the grant allows for lease costs to be fully funded before the funding of other eligible expenses. Consequently, CCCS’s budget assumes that its qualifying lease cost will be fully funded by the grant, and other eligible expenses will be funded at a conservative pro rata calculation of 30% to accommodate for potential oversubscription of the grant.

CCCS has budgeted for state lottery revenue. The rate of \$207 per ADA is according to the School Services of California (SSC) Financial Dartboard of the 2019-20 adopted State Budget. The Charter School has also budgeted for the Mandate Block Grant and assumes it will receive \$16.86 per ADA in FY20 with a statutory COLA increase in the future years. This rate information is also provided by the SSC Financial Dartboard.

Century Community is a grantee of the After School Education and Safety program and last renewed its three-year grant in 2016. The Charter School will apply in 2020 for another three-year renewal. The grant award amount for the program is \$177,559 per academic year.

Donations/Fundraising

The Charter School’s fundraising goal is approximately \$30,000 each year for the next five years. Century Community has achieved this goal for the last four consecutive years and expects to maintain similar results in future years.

EXPENSES

Expenses have been conservatively budgeted based on the school’s historical data. To account for inflation, the majority of expenses have been increased by 2% every year. Below is a summary of the expense categories reflected in the budget and the underlying assumptions.

Staffing and Benefits

Assuming no growth in enrollment, CCCS’s staffing needs will remain the same for the next five years. Century Community Charter School plans to maintain the below listed staffing levels in the out years.

	FTE 2019-20
Certificated Teachers	19.0
Certificated Admin	3.0
Classified Admin	1.0
Instructional Aides	15.8
Classified Pupil Support	1.0
Classified Clerical Staff	3.5
Maintenance Support	2.0

The staffing roster is included in the budget workbook and reflects a 3% increase to base salaries in future years. In addition to base salaries, selected staff members will receive additional pay in the form of stipends. Some examples of stipend pay include work in the after

school program, professional development and training, development of new programming, and work as grade level chairs.

CCCS participates in STRS for certificated staff and PERS for full-time classified staff. STRS and PERS rates for future years are according to the SSC Financial Dashboard and are outlined below:

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
STRS	17.10%	18.40%	18.10%	18.10%	18.10%	18.10%
PERS	19.72%	22.70%	24.60%	25.40%	25.40%	25.40%

CCCS expects to spend \$10,200 on health and welfare benefits per participating employee and budgets for a 7% increase in these costs in future years.

Books and Supplies

In 2019-20, CCCS expects to spend a total of \$611,285 on books and supplies. \$54,328 will be spent on textbooks, curricula, and other books. \$164,231 will be spent on other materials and supplies (including educational software, instructional materials, uniforms, and office supplies). \$35,860 is budgeted for non-capitalized equipment. Food and nutrition program costs are expected to be \$356,866 in 2019-20 and include one-time start-up costs for the Charter School’s nutrition program. These one times costs have been removed in the following years’ budget, and future years factor in a 2% COLA increase to all recurring costs.

Services and Operating Expenses

Having renewed its facility lease in 2019 for another five years, CCCS expects to spend \$22,446 per month on rent. Other related costs include utilities (\$51,848), janitorial and gardening services and supplies (\$40,938), equipment leases (\$11,858), and repair costs (\$59,225). These costs are based on historical data and are increased at a 2% rate in future years to accommodate for inflation.

CCCS will continue to outsource its back-office functions to EdTec, to include payroll, AP, accounting, financial reporting, budgeting, and student data management services. Fees for these and other similarly contracted services (including audit fees) are based on historical data.

CCCS will continue to work with various instructional and non-instructional consultants to help support its operation. The budget for all out years reflects this and includes an annual increase of 2% to account for inflation.

District oversight fees are calculated at 1% of LCFF.

The budget also includes expenses related directly to student enrichment and support of CCCS’s staff and parent population. These include field trips, student activities, parent workshops, translation services, and professional development. Other budgeted operational costs include staff recruiting, fundraising costs, substitutes, student information system, technology services,

and communications. Expenses are budgeted based on historical actuals, with the exception of one-time expenses included in FY20 (such as prior year unaccrued expenses and additional costs related to developing its renewal petition). These one-time expenses are removed for future years, and all recurring expenses are adjusted with a 2% increase per year to account for inflation.

CASH FLOW

Included in the petition budget is a cash flow projection which shows that Century Community Charter School expects to maintain a positive cash balance in all budgeted out years.

CONTINGENCIES AND RESERVES

Century Community Charter is projected to have a positive operating income over the next five years and will maintain a fund balance reserve that well exceeds the 3-5% CDE recommended budget reserve each year. The Charter School's financially sound budget and cash position will prepare the Charter School for economic uncertainty or other unexpected shortfalls in the future.

Transportation

Except as may be required by an IEP under the IDEA, Century Community Charter School will not be responsible for the transportation of pupils to and from school, and it will be responsibility of the parent or guardian of the pupil to provide transportation to and from the Charter School.

Term of Charter

The term of this charter shall be for five years beginning July 1, 2020, and expiring on June 30, 2025. Century Community Charter School will comply with all processes and timelines set forth by Education Code Section 47605 and 47607, and by the Lennox Elementary School District for charter renewal.

Revocation

The District may revoke the charter of Century Community Charter School in accordance with Education Code Section 47607, any successor provisions to section 47607, or other statutory provisions, if enacted after the date of the charter, regarding the revocation of charters.

Amendments

This petition may be altered, amended, changed, or modified only by agreement in writing executed by Century Community Charter School and the Lennox School District. Material revisions and amendments will be made pursuant to the standards, criteria, and timelines in California as described in Education Code Section 47607.

Notices

All notices required or permitted by this charter shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

Amendments

Material revisions shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47607 and 47605.

Appendices