

**Century Community Charter**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School Year**  
**California Department of Education**

<b>Address:</b>	901 South Maple St. Inglewood, CA , 90301-3823	<b>Principal:</b>	Dana Means, Principal
<b>Phone:</b>	(310) 412-2286	<b>Grade Span:</b>	6-8

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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# About This School

## Dana Means, Principal

📍 Principal, Century Community Charter

## About Our School

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Century Community Charter School (CCCS) is an independent charter school serving 6th through 8th grade students, chartered by Lennox School District. We are the home of the Bears, adopting the CAL colors and mascot, who strive to live up to the commitment of Achievement, Academics, and Accountability. Students are challenged and provided with the tools to meet and often exceed their goals.

## Contact

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Century Community Charter  
901 South Maple St.  
Inglewood, CA 90301-3823

Phone: [\(310\) 412-2286](tel:3104122286)

Email: [dmeans@centurycharter.org](mailto:dmeans@centurycharter.org)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Lennox
<b>Phone Number</b>	(310) 695-4000
<b>Superintendent</b>	Tavitian, Gabriela
<b>Email Address</b>	<a href="mailto:gabriela_tavitian@lennoxk12.org">gabriela_tavitian@lennoxk12.org</a>
<b>Website</b>	<a href="http://www.lennox.k12.ca.us">www.lennox.k12.ca.us</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Century Community Charter
<b>Street</b>	901 South Maple St.
<b>City, State, Zip</b>	Inglewood, CA , 90301-3823
<b>Phone Number</b>	(310) 412-2286
<b>Principal</b>	Dana Means, Principal
<b>Email Address</b>	<a href="mailto:dmeans@centurycharter.org">dmeans@centurycharter.org</a>
<b>Website</b>	<a href="http://www.centurycommunitycharter.weebly.com">www.centurycommunitycharter.weebly.com</a>
<b>County-District-School (CDS) Code</b>	19647090107508

*Last updated: 1/11/24*

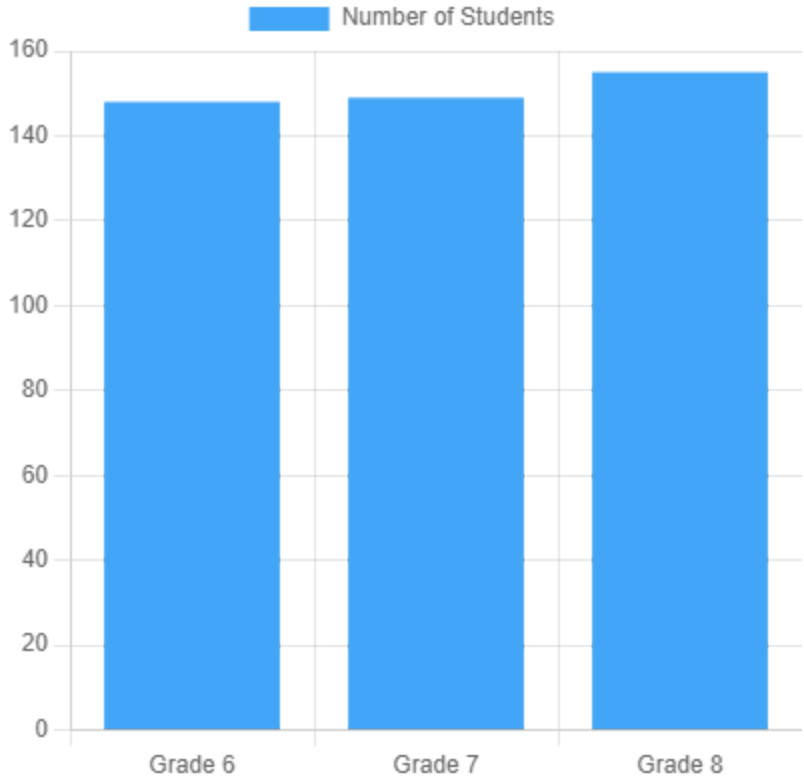
## School Description and Mission Statement (School Year 2023–24)

CCCS is a common core standards-driven project-based learning community. All of our teachers design their own curriculum based on the standards addressed. We are a Positive Behavior Intervention and Support (PBIS) school. Our Mission is to provide middle school-aged students a safe, secure, and positive learning environment that facilitates the growth and development of urban students beginning with the sixth grade. Our students will be empowered with the ability to read, write, speak, and calculate with clarity in order to excel in a 21st century global society. Century Community Charter School (CCCS) enables 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. CCCS is driven to operate a school that will significantly outperform other public schools in the surrounding areas in preparing our students to succeed in secondary and post-secondary education.

*Last updated: 1/11/24*

**Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Grade 6	148
Grade 7	149
Grade 8	155
Total Enrollment	452



*Last updated: 1/11/24*

**Student Enrollment by Student Group (School Year 2022–23)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	49.60%
Male	50.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	1.30%
Black or African American	9.30%
Filipino	0.00%
Hispanic or Latino	86.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.20%
White	2.00%

<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
English Learners	21.00%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	83.00%
Students with Disabilities	9.30%

## **A. Conditions of Learning**

### **State Priority: Basic**

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

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

## Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	51.00%	259.90	83.44%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8.00	49.00%	35.70	11.49%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	8.60	2.76%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	7.20	2.31%	18854.30	6.86%
Total Teaching Positions	16.40	100.00%	311.50	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/11/24*

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	56.22%	264.00	85.39%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.90	43.71%	35.10	11.37%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.80	0.91%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	7.20	2.33%	15831.90	5.67%
Total Teaching Positions	15.90	100.00%	309.20	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

*Last updated: 1/11/24*



**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
Permits and Waivers	0.70	0.00
Misassignments	7.30	6.90
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>8.00</b>	<b>6.90</b>

*Last updated: 11/2/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0.00</b>

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	55.40%	55.9%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	54.30%	41.5%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Novel-based curriculum units, supplemented by Moby Max and Achieve 3000 Teen Biz		0
Mathematics	Eureka Math	Yes	0
Science	Project-based Inquiry Science		0
History-Social Science	TCI History Alive!	Yes	0
Foreign Language			0
Health	McGraw Hill Teen Health	Yes	0
Visual and Performing Arts			0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

*Last updated: 1/11/24*

## School Facility Conditions and Planned Improvements

The principal works closely with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The maintenance staff ensures that all repairs and work orders needed to keep the school in good working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

*Last updated: 1/11/24*

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: July 2022

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

## Overall Facility Rate

Year and month of the most recent FIT report: July 2022

Overall Rating	Good
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*Last updated: 1/11/24*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	45%	40%	41%	43%	47%	46%
Mathematics (grades 3-8 and 11)	20%	21%	23%	28%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/12/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	450	447	99.33%	0.67%	39.82%
Female	224	222	99.11%	0.89%	43.24%
Male	226	225	99.56%	0.44%	36.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	42	41	97.62%	2.38%	36.59%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	391	389	99.49%	0.51%	40.36%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	94	93	98.94%	1.06%	13.98%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	376	374	99.47%	0.53%	39.84%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	39	38	97.44%	2.56%	21.05%



Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/11/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	450	447	99.33%	0.67%	21.48%
Female	224	222	99.11%	0.89%	18.92%
Male	226	225	99.56%	0.44%	24.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	42	41	97.62%	2.38%	21.95%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	391	389	99.49%	0.51%	21.34%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	94	93	98.94%	1.06%	6.45%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	376	374	99.47%	0.53%	21.66%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	39	38	97.44%	2.56%	15.79%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments. Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/11/24*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Science (grades 5, 8, and high school)	23.84%	22.67%	20.82%	20.92%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/11/24*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	152	151	99.34%	0.66%	23.18%
Female	80	79	98.75%	1.25%	25.32%
Male	72	72	100.00%	0.00%	20.83%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	140	139	99.29%	0.71%	23.02%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	21	21	100.00%	0.00%	4.76%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	119	118	99.16%	0.84%	23.73%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/11/24*

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2022–23)

#### Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	96%	96%	96%	96%	96%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/11/24*

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

#### Opportunities for Parental Involvement (School Year 2023–24)

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

- helping with homework each night,
- assisting their child in contacting the teacher regarding any problem or question on an assignment.
- providing adequate nutrition to their child each day,
- providing a quiet place with light for their child to study at home,
- being available to meet with the teachers at home or at school if the need arises.
- advocating and reaching out for necessary resources

We understand that family engagement is critical to the success of our students, particularly during these difficult times as we see the repercussions of the pandemic and distance learning. Parents have many opportunities to become involved with the school. Monthly Cafecitos are informal gatherings hosted by the assistant principal where parents can drop in and share insights, concerns, or their particular talents with an administrator. During these meetings topics such as positive behavior (PBIS), emotional regulation (RULER) and goal setting are also discussed and modeled. Parents also

participate in the school's English Language Learner Committee, Mental Health Program, Parents as Leaders, Special Education Parent Group, and Wellness Groups. Additionally, CCCS maintains a committee with staff, parents, and community representatives. It receives reports on overall student assessment results in reading and math and communicates the results to the entire school community. The committee also contributes input on how to improve school reading and math as well wellness aspects including health, behavioral and emotional wellness.

Parent education nights are provided throughout the year in addition to family nights and parent conferences. Parent education nights topics are based on parent feedback from the yearly Parent Survey. Parent education night topics have included discipline, communicating with your children, sex education, math instruction, creating a college going culture at home, and health and wellness. We also partner with EmpowermentEd, AADAP, and the Mental Health Department who facilitate many of our parent education meetings.

## State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	461	457	54	11.8%
Female	229	227	28	12.3%
Male	232	230	26	11.3%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	6	6	0	0.0%
Black or African American	43	42	7	16.7%
Filipino	0	0	0	0.0%
Hispanic or Latino	401	398	45	11.3%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	1	1	0	0.0%
White	9	9	2	22.2%
English Learners	98	96	12	12.5%
Foster Youth	2	2	0	0.0%
Homeless	0	0	0	0.0%
Socioeconomically Disadvantaged	385	382	45	11.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	41	41	5	12.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## State Priority: School Climate

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

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

### Suspensions and Expulsions

<b>Rate</b>	<b>School 2020– 21</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2020– 21</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2020– 21</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Suspensions	0.00%	0.47%	0.87%	0.03%	1.75%	2.18%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.03%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/11/24*



### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87%	0.00%
Female	0.00%	0.00%
Male	1.72%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	1.02%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.04%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.44%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/11/24*

CCCS has reviewed and updated the School Safety Plan during the Winter of 2022. Included in the plan is procedures and policies to make certain the school culture is safe and focuses on discipline, parental involvement, prevention and intervention related to drugs, gangs, bullying, and the necessary COVID safety protocols. The plan was reviewed with staff and students at the beginning of the school year.

Some of the key elements of the plan include:

- Child abuse and reporting procedures
- Routine and emergency disaster procedures
- Policies for suspension and expulsion
- Procedures to notify teachers of dangerous students
- A discrimination and harassment policy
- Any dress code prohibiting students from wearing gang-related apparel
- School discipline procedures
- Procedures providing for safe and orderly environment conducive to learning at the school
- COVID-19 protocols.

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	17.00	47	30	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K				
1				
2				
3				
4				
5				
6	14.00	47	25	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	18.00	39	33	0
Other**	0.00	0	0	0

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

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language	31.00		10	

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
Arts				
Mathematics	31.00		10	
Science	31.00		10	
Social Science	31.00		10	

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

**Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-22</b>	<b>Number of Classes* 23-32</b>	<b>Number of Classes* 33+</b>
English Language Arts	31.00		9	1
Mathematics	31.00		9	1
Science	31.00		9	1
Social Science	31.00		9	1

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

### Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
English Language Arts	31.00	0	10	0
Mathematics	31.00	0	10	0
Science	31.00	0	10	0
Social Science	31.00	0	10	0

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

*Last updated: 1/11/24*

### Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	0

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

*Last updated: 1/11/24*

### Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.00

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

*Last updated: 1/11/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$13518.00	\$3885.00	\$9633.00	\$76380.00
District	N/A	N/A	--	\$95036.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7606.62	\$88288.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/12/24*

## Types of Services Funded (Fiscal Year 2022–23)

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

- Curriculum that is a Project Based Learning model that is CCSS driven (hands-on and cross curricular)
- Differentiated instruction that emphasizes remediation, collaboration, and acceleration where necessary to meet every student's needs
- Achieve 3000 the computer based differentiated reading curriculum that allows students to read at his/her reading level (Lexile level) and provides challenge reading assignments to boost their Lexile levels.
- Illuminate web-based benchmarks to assess student levels in English and Mathematics. These benchmark assessments are done 3 times during the school year. The data is analyzed by department chairs and then shared with all departments. Strategies for improvement are discussed and then implemented.
- Imagine Math program, a web-based and differentiated math platform that allows for intervention and acceleration
- Our Better Bears Program (BBP) is our free after school program where the students receive homework assistance, and they can also sign up to participate in a variety of clubs or enrichments
- a therapist who works with referred students during and after school in the spectrum of behavioral, emotional, academic, and familial issues.
- an Extended Day on Wednesdays. The school day has been extended by 40 minutes once a week to allow for activities to promote the school culture and climate, as well as the promotion of the social and emotional development of our students.
- 6th- 8th grade students who are having difficulty in math can take a math intervention class in lieu of a regularly offered elective.
- Saturday Academy classes for ELA and Math which is an acceleration program model
- partnership with College Success Services to offer parent programming
- Cohort of Instructional Aides who work specifically with our special needs students throughout the day
- SpEd director to ensure compliance with all IEP's and facilitate communication between the school and the parents.
- additional after school programs for our students with disabilities

*Last updated: 1/11/24*

## Teacher and Administrative Salaries (Fiscal Year 2021–22)

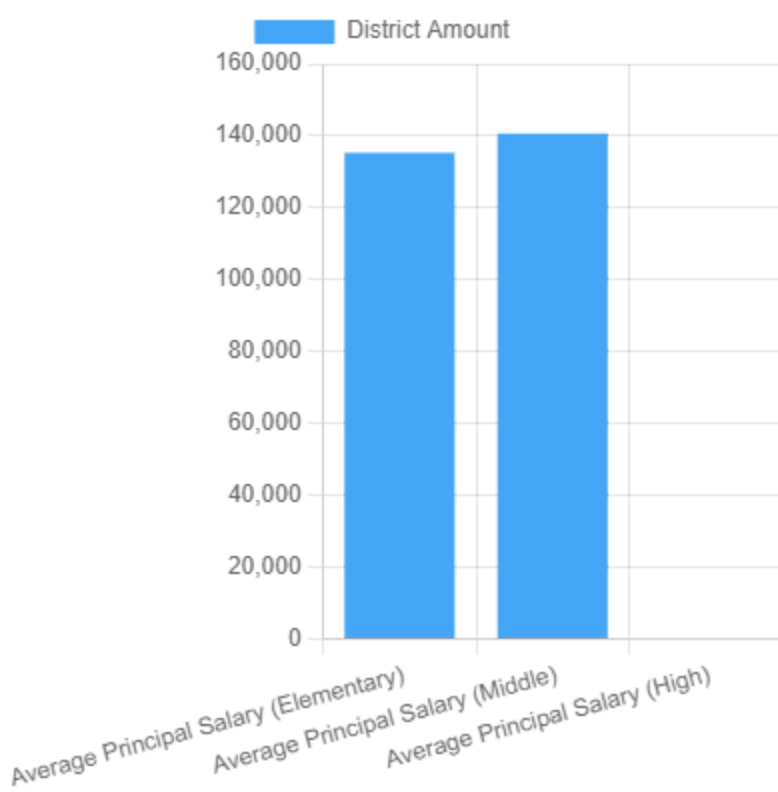
<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
Beginning Teacher Salary	\$55608.00	\$54045.78
Mid-Range Teacher Salary	\$91109.00	\$84515.22



Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$106121.00	\$110866.99
Average Principal Salary (Elementary)	\$135273.00	\$136840.86
Average Principal Salary (Middle)	\$140631.00	\$141476.95
Average Principal Salary (High)	\$0.00	\$137985.00
Superintendent Salary	\$248400.00	\$217473.29
Percent of Budget for Teacher Salaries	33.52%	32.43%
Percent of Budget for Administrative Salaries	4.20%	5.62%

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





Last updated: 1/11/24

### Professional Development

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

- Small groups including new teacher support, grade level and department meetings
- Off campus department specific meetings facilitated by the Dean of Instruction and Curriculum
- Individual mentoring...after classroom observations teachers meet with the Dean of Instruction to debrief (reflection statements, intervention strategies)
- Early Release Days (New Teacher Training, Back to School Training, Benchmark Assessments, Accommodations and Differentiation, Common Core pacing, Project Based Learning, Cross Curricular Planning, Analyzing mid-year Benchmarks, Achieve 3000 in the classroom, CSS, ELPAC and SMARTER Balanced Assessments)
- Data Analysis, staff meets to discuss school wide and individual data regarding students, parents and stakeholders.
- Teachers participate in regular PD's facilitated by LMU to go over data and learn how to incorporate blended learning
- Departments attend annual conferences to learn new practices and to network with fellow professionals.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15

Last updated: 1/11/24