

# 21st Century Learning Institute

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

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

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

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
School Name	21st Century Learning Institute
Street	939 E Tenth St
City, State, Zip	Beaumont, CA 92223
Phone Number	951.769.8424
Principal	Matt Russo
E-mail Address	<a href="mailto:mrusso@beaumontusd.k12.ca.us">mrusso@beaumontusd.k12.ca.us</a>
CDS Code	33-66993-0129882

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Dr. Maureen Latham
E-mail Address	<a href="mailto:mlatham@beaumontusd.k12.ca.us">mlatham@beaumontusd.k12.ca.us</a>
Web Site	<a href="http://www.beaumont-ca.schoolloop.com">www.beaumont-ca.schoolloop.com</a>

## School Description and Mission Statement (Most Recent Year)

The BUSD provides comprehensive educational service for K-12 students in safe, well-maintained schools staffed by quality teachers and support staff who meet the highest professional standards. The instructional program prepares students to meet the challenges of the 21st Century. Opened in August 2014 the school intends to help meet the diverse needs of the community in the BUSD.

The 21st Century Learning Institute (CLI) was opened on August 13, 2014 and has the intent to serve the community at large meeting the needs of students and families that prefer or need an alternative setting for high school while maintaining high expectations for college and career readiness in the 21st century. The 21st CLI is located on the alternative education campus.

The vision of 21st Century Learning Institute is to provide quality distance learning opportunities for students and families in the Beaumont USD and beyond.

### The School Mission:

Provide rigorous and relevant curriculum for students in a distance learning format including home school and online coursework.  
Provide an alternative to traditional classroom in which students can prepare for college and career.  
Provide maximum flexibility in education as well as hold high standards of student achievement.  
Provide this opportunity to all students within the BUSD and beyond.

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

Grade Level	Number of Students
Kindergarten	NA
Grade 1	NA
Grade 2	NA
Grade 3	NA
Grade 4	NA
Grade 5	NA
Grade 6	NA
Grade 7	NA
Grade 8	NA
Grade 9	NA
Grade 10	NA
Grade 11	NA
Grade 12	NA
Total Enrollment	NA

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

Group	Percent of Total Enrollment
Black or African American	NA
American Indian or Alaska Native	NA
Asian	NA
Filipino	NA
Hispanic or Latino	NA
Native Hawaiian or Pacific Islander	NA
Two or More Races	NA
Socioeconomically Disadvantaged	NA
English Learners	NA
Students with Disabilities	NA

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	NA	NA	5	361
Without Full Credential	NA	NA	0	0
Teaching Outside Subject Area of Competence (with full credential)	NA	NA	0	0

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	NA	NA
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Adoption Year 2009 MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
Mathematics	McDougal Littell Prentice Hall Adoption Year 2009	Yes	0.0%
Science	Glencoe Adoption Year 2007	Yes	0.0%
History-Social Science	Glencoe Holt Houghton Mifflin Prentice Hall Adoption Year 2006	Yes	0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The current 21st Century Learning Institute facility is shared with Glen View High School and was first occupied in January of 1999. The campus consists of six buildings which house eight classrooms, one small library, a food service area, six restrooms, a teacher workroom and three offices. In addition, the site has an shaded eating area, play field, small track, and basketball court. On site parking is available for both staff and students. The site has undergone several renovations and housed various alternative programs in addition to 21st Century Learning Institute. Overall the site is in good condition. The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and 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. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/06/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]			
<b>Interior:</b> Interior Surfaces	[X]			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]			
<b>Electrical:</b> Electrical	[X]			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/06/14				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]			
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]			
<b>Structural:</b> Structural Damage, Roofs	[X]			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]			

#### Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	NA	NA	NA	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Student at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	NA	NA	NA	58	62	59	54	56	55
Mathematics	NA	NA	NA	48	52	49	49	50	50
History-Social Science	NA	NA	NA	45	52	47	48	49	49

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

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	NA	NA	NA
Similar Schools	NA	NA	NA

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

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

### Career Technical Education Programs (School Year 2013-14)

Students at 21st CLI are able to co-enroll in the district's high school CTE programs

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
% of pupils completing a CTE program and earning a high school diploma	NA
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

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

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	NA
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	NA

### State Priority: Other Pupil Outcomes

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	NA	NA	NA	60	65	59	56	57	56
Mathematics	NA	NA	NA	55	60	61	58	60	62

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

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	41	28	31	39	40	21
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (Most Recent Year)

21st Century Learning Institute greatly benefits from its supportive parents who participate in school activities and committees. The school has a strong base of parent volunteers who serve on School Site Council and work with all other stakeholders in developing the Single Plan for Student Achievement.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the 21st Century Learning Institute at (951) 769-8424.



## State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate				8.0	9.4	7.2	14.7	13.1	11.4
Graduation Rate				85.91	86.93	88.93	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	NA	90.34	84.56
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions				7.2	5.5	5.2	5.7	5.1	4.4
Expulsions				0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of 21st Century Learning Institute. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in November, 2014 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a (monthly/regular) basis throughout the school year. Lock-down drills are held once a year as needed in addition to fire/disaster drills held monthly throughout the school year. Students are supervised before and after school, at lunch, and during passing periods by certificated staff, classified staff, and administration. There is a designated area for student drop off and pick up. Visitors must sign in and out of the administration office and must wear a visitor's ID badge while on campus.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met Graduation Rate (if applicable)		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not Title I	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "---" do not require data.

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	NA	NA
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	NA	NA	NA	NA
District	---	---	\$4,608	\$66,424
Percent Difference: School Site and District	---	---	NA	NA
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	NA	NA

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

21st Century Learning Institute began operation in the 2014-15 school year.

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,300	\$41,243
Mid-Range Teacher Salary	\$65,629	\$64,893
Highest Teacher Salary	\$89,548	\$83,507
Average Principal Salary (Elementary)	\$106,565	\$103,404
Average Principal Salary (Middle)	\$106,398	\$109,964
Average Principal Salary (High)	\$126,957	\$120,078
Superintendent Salary	\$157,000	\$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

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

**Advanced Placement Courses (School Year 2013-14)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

Note: Cells with "----" do not require data.

\* Where there are student course enrollments.

**Professional Development**

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers multiple minimum days for students where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers are encouraged to attend conferences for professional development and such activities are funded by the site. On average teachers have 7 days of staff development including but not limited to district training, staff training, and conferences.