

21st Century Learning Institute

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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).

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.

About This School

Contact Information (School Year 2017-18)

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	Bobbi Burnett
E-mail Address	bburnett@beaumontusd.k12.ca.us
Web Site	https://glenview-beaumont-ca.schoolloop.com/21stCLI
CDS Code	33-66993-0129882

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (School Year 2017-18)

Beaumont Unified School District provides comprehensive educational services 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, 21st Century intends to help meet the diverse needs of the community of Beaumont.

(LCAP #1)

21st Century was opened on August 13, 2014 and has the intent to serve the community at large while meeting the needs of students and families who prefer, or need an alternative setting for high school. It is our aim to ensure we construct a culture of high expectations for college and career readiness in an alternative setting. 21st Century is located on the shared alternative education campus along with Glen View Alternative High School.

The vision of 21st Century is to provide quality distance learning opportunities for students and families in 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 the traditional classroom in which students can prepare for college and career.

Provide maximum flexibility in education as well as hold high standards for student achievement.

Provide an equitable learning opportunity to all students within BUSD and beyond.

Provide off-site experiences to further student academic achievement.

Provide blended learning opportunities to enrich student understanding of the California Content Standards.

(LCAP #2)

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 1	1
Grade 3	1
Grade 6	2
Grade 7	3
Grade 8	6
Grade 9	7
Grade 10	14
Grade 11	18
Grade 12	35
Total Enrollment	87

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	0
Asian	1.1
Filipino	1.1
Hispanic or Latino	41.4
Native Hawaiian or Pacific Islander	0
White	42.5
Two or More Races	0
Socioeconomically Disadvantaged	46
English Learners	1.1
Students with Disabilities	3.4
Foster Youth	1.1

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 Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	5	5	4	409
Without Full Credential	0	0	0	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 09/12/2017

Beaumont Unified held a public hearing on September 12, 2017, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Units of Study Adoption Year 2016	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2015	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%
Science Laboratory Equipment (grades 9-12)	Laboratory science equipment is available for science laboratory classes offered in grades 9-12, inclusive.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The current 21st Century 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 a 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. The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensure 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 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 with the custodial staff to develop cleaning schedules to ensure a clean and safe school. 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.

(LCAP#1)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 11/06/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Rm1 3 tiles, Hall 1 tile, Rm2 1 tile and carpet. Rm 7 2 tiles, Hall in Rm 6 carpet seams. W/O in process.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/06/2017				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] 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. CAAs 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); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	34	33	49	47	48	48
Mathematics (grades 3-8 and 11)	6	11	33	33	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	36	97.3	33.33
Male	16	16	100	25
Female	21	20	95.24	40
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100	33.33
White	15	14	93.33	35.71
Socioeconomically Disadvantaged	21	21	100	23.81
English Learners	--	--	--	--

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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	37	36	97.3	11.11
Male	16	16	100	12.5
Female	21	20	95.24	10
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	100	5.56
White	15	14	93.33	14.29
Socioeconomically Disadvantaged	21	21	100	0
English Learners	--	--	--	--

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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	29	27	49	47	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Teachers at 21st Century promote student mastery of skills through the demonstration of student learning where students transfer their understanding of information and apply their learning by demonstrating a variety of outcomes including real world scenarios. Our teachers are in the beginning stages of incorporating blended learning experiences through the use of technology where students can critically think, collaborate, communicate and create to enhance their home to school connection and to promote positive student learning outcomes. AVID instructional support methodologies are utilized with 4 out of 4 of teachers to expand college and career preparation through extensive note-taking (cornell), reading comprehension, and organization.

The Counselor also discusses with students their post-secondary college/career pathways and from this pathway exploration, the student has various program choices, including: Work Experience and Career Technical Education(CTE). Students at 21st Century can co-enroll in CTE courses at Beaumont High School in the areas of Digital Media, Culinary Arts, Engineering, Theater Tech., Robotics, Law Enforcement, JROTC and Medical Sciences. The measurable outcome of these courses are for students to become proficient enough in the content area to pass a college exam and receive college credits for the course(s). The district has a Career Technical Education Advisory Committee (CTEAC) where stakeholders consisting of district personnel, students, teachers, parents, principals and community members come together quarterly to discuss and make decisions about Beaumont Unified's CTE programs. The primary district representative for the CTEAC is Ebon Brown.
(LCAP #2)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

21st Century greatly benefits from its supportive parents who participate in school activities and committees. A base of parent volunteers serve on the School Site Council and work with all other stakeholders in developing the Single Plan for Student Achievement. Parents are invited to the Back to School Night Barbecue and our Free Application for Federal Student Aid (FAFSA) college evening where we review how to complete a FAFSA application line by line. Our teachers facilitate parent workshops to assist parents in understanding topics such as Advancement Via Individual Determination (AVID) instructional tools that support students with organization, note-taking and reading comprehension. Parents are also invited to become volunteers and to attend our college field trips, career days, and any educational opportunities that students attend. Parents meet biweekly with teachers to discuss student academic performance and to collaborate on student needs.
(LCAP #2, #3).

Contact Information

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate		16.7	27.3		6.9	5.9	11.5	10.7	9.7
Graduation Rate		72.22	60.61		87.4	90.46	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	64.29	88.72	87.11
Black or African American	40	92.11	79.19
American Indian or Alaska Native	0	77.78	80.17
Asian	0	94.74	94.42
Filipino	0	100	93.76
Hispanic or Latino	72.73	86.87	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	50	88.48	90.99
Two or More Races	0	93.33	90.59
Socioeconomically Disadvantaged	100	58.46	63.9
English Learners	25	62.26	55.44
Students with Disabilities	50	85.94	85.45
Foster Youth	0	72.73	68.19

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.0	0.0	0.6	4.3	3.9	4.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety of students and staff is a primary concern of 21st Century. 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 May, 2017 by the School Safety Committee. All revisions were communicated to both 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 into and out of our Raptor system located in the administration office and must wear a visitor's ID badge while on our closed 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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement*		Year 1
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9	10	2		4	19			4	24		
Mathematics	7	11	1		5	12			5	17		
Science	7	6			4	9			4	11		
Social Science	9	11		1	4	18			3	24		

Note: 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.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.5	100
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	0.1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist		N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5699	93	5606	83990
District	N/A	N/A	3574	\$72,984
Percent Difference: School Site and District	N/A	N/A	56.9	15.1
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-14.7	12.8

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

Types of Services Funded (Fiscal Year 2016-17)

21st Century is an alternative school offering independent study through online curriculum (grades 6-12) and blended learning opportunities in grades k-5. All coursework is provided online and is aligned to California Content Standards for grades 6-12 through a rigorous platform called Edgenuity. Grades K-5 utilize a blended learning model consisting of district developed units of study in conjunction with supplemental material Compass Learning-My Path. We currently utilize a district-wide diagnostic tool that identifies the academic grade level that a student is performing at called iReady. iReady is instrumental in supporting teachers with identifying student academic needs and supports. iReady also comes equipped with resources for teachers and students that support students in need of remedial support. My Path is an Edgenuity product that is also being used at our site to support our online learners with supplemental remedial supports to assist our learners if they are below grade level in math or ELA. The recommendation for these remedial supports is for students to use the supplemental support curriculum a minimum of 45 minutes a week. Students can also attend our Enrichment Learning Labs where they can receive additional academic/ content specific support from teachers. The Enrichment Learning Labs are required for students that have less than a 70% average in their classes and/or who have less than a 95% attendance rate. Our teachers are highly qualified and teach subject areas that correlate according to their degree credentials. New to our site this year are Art classes offered daily and Mobile Science Labs offered per our student handbook. Teachers work collaboratively and meet weekly with administration to discuss student achievement and program success ideologies. As a school, we are constantly growing and moving forward with innovative parent workshops, blended learning opportunities for students, collaborative opportunities for students, and cultural/college experiences to enhance student and parent engagement in our program. Our teachers are highly qualified and offer scheduled tutorial options for students in need of academic support. Our teachers monitor student progress and academic achievement daily and meet with students and parents biweekly (or more frequently if needed) to discuss their academic progress.

(LCAP #3, #1).

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,596	\$46,511
Mid-Range Teacher Salary	\$72,141	\$73,293
Highest Teacher Salary	\$98,434	\$92,082
Average Principal Salary (Elementary)	\$117,804	\$113,263
Average Principal Salary (Middle)	\$125,281	\$120,172
Average Principal Salary (High)	\$144,292	\$131,203
Superintendent Salary	\$205,446	\$213,732
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	7%	5%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	1.1

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)**Professional Growth**

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites for the counselor, administrators, teachers, and classified staff. The district offers weekly early release days for students where staff members collaborate on curriculum, AVID instructional strategies, WASC, and student data. Teachers are encouraged to attend conferences for professional learning and such activities are funded by the site. All four of our teachers have been AVID trained and are bringing AVID research-based instructional practices into our school to support parents with strategies and techniques that they can use at home to support positive student learning outcomes. Teachers are also trained yearly in the California Consortium for Independent Studies (CCIS) guidelines and regulations for independent study and five teachers have received professional learning on Equity. Three out of four of our teachers have also been trained in the (NGSS) Next Generation Science Standards this school year. Additionally, teachers received ongoing curriculum training on Edgenuity/My Path, iReady, and other district adopted units of study curriculum. Furthermore, teachers receive ongoing support through our Educational Support Facility (ESF) for professional learning opportunities in technology, instruction, data-collection, and curriculum. On average, our teachers have 14 days of staff development including but not limited to district training, staff training, and conferences. Teachers are supported by formal and informal classroom observations and teacher collaboration is provided weekly for student data discussions. Teachers work together to discuss student mastery of California Content Standards in reading, writing and mathematical practices. Finally, 21st Century has an Instructional Coach who is part of the professional learning community and collaborates with the team monthly. She is utilized for support with regards to close reading, note-taking, reading comprehension and writing; she also assists with parent workshop presentations. (LCAP #1)

Counseling & Support Staff

It is the goal of 21st Century to assist students in their social and emotional development as well as academics. The counselor provides social and emotional learning support to students as well as academic guidance for college and career. The counselor to pupil ratio is 1:220. Currently this school year we also have two Intervention Support Counselors who provide Tier 2 services to our students (based on a referral basis), two times per year.

In addition to the counselors providing guidance services, 21st Century students that are struggling with their academics, their behavior, and/or their attendance (or a combination of all) are referred by their teachers to meet every six weeks with the school's Educational Monitoring Team (EMT) including; counselor(s), principal, teacher(s), parent(s)/guardian(s), and student, with student services and the special education department invited on an as needed basis. Supports are designed to ensure student achievement while the student is monitored every 6 weeks for status checks and potential follow-up.

Highly Qualified Teachers

The Every Student Succeeds Act (ESSA) requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2016-17 school year, 21st Century has 5 fully credentialed teachers who meet all credential requirements in accordance with State of California guidelines. The fifth teacher on our site is a special education teacher that meets with students on consult, but is not a full time 21st Century employee.