

2019-2020 SCHOOL ACCOUNTABILITY REPORT CARD

Published in the 2020-2021 School Year

Eleanor Roosevelt Community Learning Center

31191 Road 180, Visalia, California 93292

(559) 592-9160

www.erclc.org

CDS Code: 54-10546-6119291

Superintendent: Daniel Huecker 2018-2019

Interim Superintendent: Ron Paez 2019-2020; Current Superintendent: Heather Rocha

Grade span: K-12

SARC Information: Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

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, the county, and the state. 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).

Mission Statement: Eleanor Roosevelt Community Learning Center (ERCLC) is dedicated to supporting and empowering parents and students to take an active role in designing and implementing an educational program that ignites a passion for learning and stimulates the intellectual, emotional and physical health of a child.

School Profile: ERCLC is a free, public charter that supports homeschooling families in Tulare, Fresno, Kern, Kings and Inyo counties.

We have...

- an ideal learning environment where children are put first, each getting an individualized study program.
- a supportive community that encourages participation in a myriad of enrichment classes for K- 12th grades.

- A community engaged in progressive learning styles that complement traditional education methods.

We Offer...

- Frequent one-on-one meetings with a credentialed teacher to help guide your children's education.
- A variety of curricula from which to choose within a well-stocked, extraordinary library.
- Over 60 different optional enrichment classes from which to choose each semester.
- An environment that promotes holistic wellness of each child and welcomes all family members.
- A beautiful and bucolic setting where Tulare County's oldest schoolhouse houses our renovated library.
- Hands-on learning opportunities through performance and fine arts, STEM, field trips, and special events.

STUDENT ENROLLMENT FOR 2019-2020

Group	Enrollment
Number of Students as of Census Day	286
Hispanic	81 - 28.32%
American Indian/Alaskan Native	0 students - 0.00%
Filipino	0 students - 0.00%
Asian	3 students - 1.05%
Black/African American	0 students - 0.00%
Native Hawaiian/Other Pacific Islander	0 students - 0.00%
White	182 students - 63.64%
Two or more Races	20 students - 6.99%
Socioeconomically Disadvantaged	106 students - 37.06%
English Learners	3 students - 1.04%
Students with Disabilities	34 - 11.88%

ENROLLMENT TREND BY GRADE LEVEL

GRADE	2017-18	2018-19	2019-20
TK/K	33	32	19
1st	21	15	30
2nd	14	18	19
3rd	23	18	14
4th	15	27	25
5th	24	22	23
6th	30	22	20
7th	26	32	23
8th	22	19	36
9th	25	21	17
10th	15	24	19
11th	9	17	25
12th	9	5	16
TOTAL	266	272	286

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
- School facilities are maintained in good repair

Teacher Assignment

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines. This chart displays information about teacher credentials at the school.

TEACHER CREDENTIAL STATUS

Teacher Misassignments & Vacancies

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

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Vacant Teacher Positions	0	0	0

SCHOOL FACILITIES (2019-2020 SCHOOL YEAR)

Eleanor Roosevelt Community Learning Center provides a clean and safe environment where students can learn. Courses are taught by highly qualified, credentialed teachers trained to meet the needs of the students. Currently, ERCLC has one location at 31191 Road 180, Visalia, California 93292. The chart below displays the results of the most recent facilities inspection at the school.

Date of Last Inspection: 02/15/2019

Overall Summary of School Facility Conditions: Good

Items Inspected	System Status: Good	System Status: Fair	System Status: Poor
Systems (Gas Leaks, Mech/HVAC, Sewer)	x		
Interior	x		
Cleanliness: overall, pest/vermin infestation	x		
Electrical	x		
Restrooms/fountains	x		
Safety: Fire, Hazardous materials	x		
Structural: Damage, rooves	x		
External: Grounds, windows, doors, etc.	x		

Textbooks & Instructional Materials (School Year 2019-20)

The school determined that each student has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. Students are loaned a Chromebook on which to work.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects, and electives for use in the classroom and to take home.

ERCLC: January 2020

The table displays information collected in January 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District Adopted Textbooks

Grade Level	Subject	Publisher	Adoption Year	Sufficient	Lacking
9	Algebra I	Math Visions Project	2014	Yes	0%
11	Algebra II	Math Visions Project	2014	Yes	0%
9-10	Earth Science	Holt	2008	Yes	0%
12	Economics	Ironwood Publications	2008	Yes	0%
9-12	ELA	Holt	2009	Yes	0%
9-12	Spanish	Glencoe	2003	Yes	0%
10	Geometry	Math Visions Project	2014	Yes	0%
10-12	Health	Glencoe	2008	Yes	0%
9-10	Integrated Science 1	Holt	2017	Yes	0%
11-12	Integrated Science 2	Holt	2006	Yes	0%
10	Biology	Holt	2006	Yes	0%
11	Chemistry	Prentice Hall	2019	Yes	0%
12	US Government	Glencoe	2007	Yes	0%
11	US History	Glencoe	2005	Yes	0%
9	World Geography	McDougal Littell	2005	Yes	0%
10	World History	McDougal Littell	2005	Yes	0%
9	Integrated Math 1	Math Visions Project	2014	Yes	0%

10	Integrated Math 2	Math Visions Project	2014	Yes	0%
11	Integrated Math 3	Math Visions Project	2014	Yes	0%

PUPIL OUTCOMES

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority:

- 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 3 - 8 and grade 11. 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);
- For 2019-20, ERCLC was not accredited but students met requirements for 4 year entry through

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades 3-8 and 11. There is also an optional Standards-based Test in Spanish (STS) for Reading/Language Arts (RLA).

A new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS) has been developed. The California Standards Test and California Modified Assessment for Science are no longer administered. The new California Science Test (CAST) was piloted in spring 2017, field tested during the 2017–18 school year, and is now administered operationally.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student’s academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student’s academic achievement, including such measures as District assessments, classroom assignments and grades, classroom tests, report cards, and teacher feedback.

California Assessment of Student Performance and Progress

Percentage of Students Meeting or Exceeding the State Standards

The first table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Math (grades 3-8 and 11), and Science (grades 5, 8 and 10).

Subject	School			State		
	2017	2018	2019	2017	2018	2019
ELA/Literacy, Grades 3-8, 11	51.13%	51.94%	51.01%	48.56%	49.88%	51.10%
Mathematics, Grades 3-8, 11	27.28%	24.81%	25.68%	37.56%	38.65%	39.73%
Science, Grades 5, 8 and 10	-	-	-	-	-	-

The second table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades 3-8 and 11).

California Assessment of Student Performance and Progress (2018-2019)

Student Groups	English/Language Arts				Mathematics				
	Total Enrollment	Number in testing grades	Number tested	Number not tested	% met or Exceeded California Standard	Number in testing grades	Number tested	Number not tested	% met or Exceeded California Standard
All Students	286	159	151	8	49.50%	159	149	10	30.40%
Male	133	77	71	6	60.00%	77	69	8	38.24%
Female	153	82	80	2	43.04%	82	80	2	15.00%
Black/African American	0	--	--	--	--	--	--	--	--
Asian	3	--	--	--	--	--	--	--	--
Hispanic/Latino	81	35	31	4	48.39%	35	30	5	10.00%
White	182	105	102	3	49.50%	105	102	3	30.40%
Two or More Races	20	13	12	1	66.67%	13	11	2	27.27%
Socioeconomically Disadvantaged	106	59	55	4	40.00%	59	54	5	14.82%
English Learners	3	--	--	--	--	--	--	--	--
Students w/Disabilities	34	12	11	1	0%	12	11	1	9.09%
Homeless	0	0	0	0	0	0	0	0	0

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs* divided by the total number of students who participated in both assessments.

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.

Parent & Community Involvement

All parents are notified of opportunities for joining and meeting with other parents and staff. In addition, all parents are asked to attend school on orientation day with their students for the purpose of becoming familiarized with the school, staff, and procedures. Parents are encouraged to participate in the development of the Local Control and Accountability Plan, and they are asked to provide input on the progress of the LCAP throughout the year. Parents are notified through messages sent out via Parent Square, a parent/teacher communication system. A monthly newsletter also keeps parents updated on activities, important dates, and meetings as well as any other important events taking place at ERCLC.

State Priority: Pupil Engagement

The SARC provides the following information relevant to Pupil Engagement

- High school graduation rates
- High school dropout rates

In knowing the “at risk of dropping out” status of the majority of students enrolling in traditional school settings, we begin interventions from the point of enrollment. Upon enrollment, students and parents are assigned an Education Coordinators (EC) who help them negotiate the school’s curricula, culture and dynamic. ECs help students learn soft skills and strategies to be more successful in school and the workplace.

Students also participate in academic assessments after enrollment. The academic assessments assist faculty and the students to understand the strengths and weaknesses of the student. More importantly, this method helps students receive any remedial help they may need.

Students complete NWEA testing to show their present academic levels in Reading and Math. Students have access to unlimited free tutoring which serves as an intervention for students, when they struggle with particular concepts. Together, all early interventions are intended to reduce the likelihood of student dropouts.

To facilitate the likelihood of a student’s success, ERCLC has implemented the following, as outlined in the Master Agreement, which is signed by the student, parent/guardian and Education Coordinator.

Student Progress: Student work products and reporting of student progress shall be submitted to the Education Coordinator at **least every 4 weeks**, or more frequently as determined by the Education Coordinator, during regular office hours as scheduled with the ERCLC staff. The manner and form of this reporting must be considered educationally sound by the Education Coordinator. The student must show academic growth annually as monitored by the EC and communicated to parent/guardian. All meetings will occur at ERCLC facilities, unless the EC agrees to meet at an alternate location.

Maximum Length of Assignments: According to the district policy, the maximum length of time between the date an assignment is made and the date when the assignment must be completed is **four weeks** or by the end of the attendance period. Projects may be longer as determined by the Education Coordinator, as long as progress is verified each learning period.

Missed Assignments, Meetings, Student Work Samples: If a student and the parent/guardian fail to attend three meetings, or complete and submit three of the required work samples (assignments) acceptable to the Education Coordinator, Eleanor Roosevelt Community Learning Center will conduct a **(Progress Evaluation)** to determine whether it is in the student’s best interest to remain in this nonclassroom-based, homeschool/independent study program. A verbal warning to the parent will be issued on the first occurrence. On the second occurrence the Parent, and EC will complete the Progress Evaluation and create a success progress plan. Upon a third violation, the EC and family will meet to

complete another Progress Evaluation with an administrator to determine if this program is the best placement for the child or there **may be a recommendation to return to their school of residence**. Meetings are defined as any scheduled contact between ERCLC and the student or parent/guardian. Rescheduled or canceled meetings may still be deemed missed meetings by ERCLC. Evaluation findings shall be maintained in the student's mandatory interim pupil record. EC 51747(b) and 51747(c)

Dropout Rates

<u>2015-16</u>	<u>2016-17</u>
ERCLC: 0%	0%

Graduation Rates

<u>2015-16</u>	<u>2016-17</u>
ERCLC: 100%	100%

State Priority: School Climate

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

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

Suspensions & Expulsions

ERCLC had no suspensions or expulsions for the school. Expulsions occur only when required by law or when all other alternatives are exhausted.

School Safety (School Year 2019-20)

ERCLC had a School Safety Plan, a stand-alone policy. We review our School Safety Plans annually and update them if necessary. The safety of students and staff is a primary concern for the school. Both teachers and administrators supervise students throughout the school day, when on campus, to ensure a safe and positive learning environment. Students are required to sign in upon arrival at school, and sign out as they leave. Students in grades TK-6th must be in class on enrichment class days if they are at school without a parent.

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.

Professional Development

The school's certificated staff members and administrators participate in ongoing professional development to improve its curriculum and delivery of instruction. Professional development sessions are offered at various times throughout the school year and focus on a wide variety of topics aimed at strengthening pedagogy and content knowledge to meet the needs of the school's diverse learners. Topics covered through professional developments are based on the needs of the school through the collection and analysis of data indicating school needs and/or needed changes.

Counseling & Support Staff (School Year 2019-20)

It is the goal of Eleanor Roosevelt Community Learning Center to assist students in their social and personal development as well as academics. The school provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. ERCLC contracts one part-time School Psychologist and one part-time Occupational Therapist. Additionally, we contract speech services: The Talk Team and Presence Learning.

Roster Size

Each Homeschool Education Coordinator carries a roster of 25 to 30 students they meet with at minimum every 20 days. Eight ECs work with students in grades TK-8th, and four work with high school students. The Special Education coordinator, carries a caseload of five students.

Advanced Placement Classes (School Year 2019-20)

ERCLC does not offer Advanced Placement Classes; however, approximately 25% of the high school class took community college classes totaling 66 classes over the 2019-2020 school year.

School Revenue Sources (Fiscal Year 2019-20)

Special Education programs supporting students with special needs, funded by State and Federal SELPA funds.

General Operations - Salaries, benefits, services, materials, and support to general education, funded by State funds, LCFF and a Federal Rural Achievement Grant.

School Expenditures (Fiscal Year 2019-20)

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. Supplemental/ Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

School ERCLC

Total Expenditures Per Pupil \$11,918

From Supplemental/Restricted Sources \$845

From Basic/Unrestricted Sources \$11,073

State

From Basic/Unrestricted Sources \$7,750

Percentage of Variation between School & State 45% avg. %

School Site Teacher Salaries (Fiscal Year 2019-20)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary throughout the state.

School ERCLC:

\$73,267

County and State & State:

Mid for Tulare County \$68,311

Mid for State \$64,941

**Percentage of Variation 9.8% for state