

## 2021-2022 SCHOOL ACCOUNTABILITY REPORT CARD

Published in the 2022-2023 School Year

**Eleanor Roosevelt Community Learning Center**

31191 Road 180, Visalia, California 93292

(559) 592-9160

[www.erclc.org](http://www.erclc.org)

CDS Code: 54-10546-6119291

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 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:** The Eleanor Roosevelt Community Learning Center is dedicated to supporting and empowering parents and scholars 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 the child. (2001)

**Vision:** ERCLC's vision is to continue to be a transformative change agent for K-12 education creating a true learning partnership between school and home. Our vision is to continue leading educational change by fostering scholars' innate curiosity to problem solve, embrace challenge, and to use the world as our classroom as an inclusive multi-age learning community. Our scholars will be well-prepared humans ready to pursue dreams, live happily, and make positive global contributions.

**Our School Motto:** Educating and Empowering Excellent Humans

**Our Community Motto:** Gather, Grow, and Give!

**ERCLC Learner Outcomes** for ALL scholars are:

Explorers are: Effective problem solvers, who learn by doing and exploring to develop interests towards career and college readiness.

Resourceful scholars are: Resilient and determined critical thinkers, who employ logic and scientific method and look at issues from multiple perspectives while enjoying the journey.

Communicators are: Intellectual communicators, who can read, write, speak, and listen effectively for a variety of purposes and audiences while maintaining personal voice.

Learners are: Self-reflective learners for life, who understand how they learn and how to utilize a variety of skills and resources to obtain their individual goals.

Caring Citizens are: Excellent kind humans, who understand the value of their many roles within the community and who use their skills and knowledge to participate to positively impact the world around them.

**ERCLC (TK-6)** – Program Description Summary Eleanor Roosevelt Community Learning Center (ERCLC) is a non-classroom based homeschool program, which includes many onsite enrichment opportunities offered each week for families. Parents and their scholars work closely with a credentialed teacher, called an Education Coordinator (EC), to choose the right combination of curriculum, classes, and learning programs personalized for each scholar. The school believes that parents are the lead educators of their children, and the school's purpose is to support and encourage families in the challenging task of educating their children. Parents meet with their EC regularly (no less than once every twenty school days) to set scholar goals, create unique lesson plans, and track each scholar's progress. Each scholar is assigned and given core curriculum, educational materials, field trips, enrichment classes and support services as needed. Credentialed staff members offer weekly classes for all children and weekly support for all parents in both core and elective options.

**ERCLC (7-12)** – Program Description Summary ERCLC WASC Accredited secondary program utilizes a combination of independent and classroom based instruction with a personalized learning model focused on rich and rigorous academic experiences. As we offer both independent learning classes and site-based classes, the classes onsite provide an environment where scholars are supported in becoming life-long scholars, displaying honorable character, and acting as agents of positive change within their communities and our global society. The classes are multi-age and offer a range of choices in addition to a robust choice of personal learning options. Our high school learners are encouraged to take college classes, participate in on-site school activities, peer tutoring, and must complete a senior project before graduation. ERCLC believes that homeschool scholars should take the lead in their learning and as they grow so should their personal responsibilities. Our secondary program boasts a growing career exploratory program where young adults participate in a college-like atmosphere, including rich rigorous learning opportunities, yet scholars still have the opportunity to model positive learning for their younger peers.

**ENROLLMENT TREND BY GRADE LEVEL**

GRADE	2021-2022
TK/K	45
1	42
2	36
3	38
4	29
5	25
6	27
7	31
8	39
9	25
10	30
11	13
12	17
Total:	397

**STUDENT ENROLLMENT BY STUDENT GROUP**

Group	Enrollment
Number of Students as of Census Day	397
Hispanic or Latino	162 students - 40.81%
American Indian/Alaskan Native	0 students - 0.00%
Filipino	0 students - 0.00%
Asian	1 student - 0.25%
Black/African American	1 student - 0.25%
Native Hawaiian/Other Pacific Islander	0 students - 0.00%
White	211 students - 53.15%
Two or More Races	22 students - 5.54%

Socioeconomically Disadvantaged	173 students - 43.58%
English Learners	5 students - 1.26%
Students with Disabilities	55 students - 13.85%

Female	205 students - 51.63%
Male	187 students - 47.10%
Non-Binary	5 students - 1.26%
Foster Youth	1 student - 0.25%
Homeless	0 students - 0.00%
Migrant	0 students - 0.00%

**A. CONDITIONS OF LEARNING**

**State Priority: Basic**

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

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

**TEACHER CREDENTIAL STATUS**

**Teacher Assignment**

The school recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines.

**Teacher Misassignments & Vacancies**

Misassignments refer 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.

<b>Misassignments/Vacancies</b>	<u>2020-21</u>	<u>2021-22</u>
Misassignments of Teachers of English Learners	0	0
Misassignments of Teachers (other)	0	0
Vacant Teacher Positions	0	0

**Textbooks & Instructional Materials (School Year 2022-23)**

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 at home or on campus.

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 2023**

The table displays information collected in January 2023 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

**District Adopted Textbooks**

<b>Grade Level</b>	<b>Subject</b>	<b>Publisher</b>	<b>Adoption Year</b>	<b>Sufficient</b>	<b>Lacking</b>
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	McGraw Hill	2020	Yes	0%
11	Chemistry	McGraw Hill	2020	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	W. W. Norton	2021	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%
11-12	Physics	PasCo Ed	2018	Yes	0%
9-10	Earth Science	McGraw Hill	2020	Yes	0%

## SCHOOL FACILITIES CONDITIONS AND PLANNED IMPROVEMENTS

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.

**Overall Summary of School Facility Conditions: Good**      Date of Last Inspection: 12/15/2021

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		

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		

## B. 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 CAA. 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); and

\*In 2021-2022, ERCLC became accredited through the Western Association of Schools and Colleges (WASC). Students met requirements for entry into state 4-year colleges and universities through successfully completing community college 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, or through earning credits through A-G classes.

#### **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 (CANGSS) 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. CAST’s first year’s data is not being considered or populated.

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, grades, classroom tests, report cards, and teacher feedback.

#### **California Assessment of Student Performance and Progress**

#### **Percentage of Students Meeting or Exceeding the State Standards**

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	40	N/A	30	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	18	N/A	20	N/A	33

## California Assessment of Student Performance and Progress (2021-22)

### 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	179	95.72	4.28	39.55
Female	104	98	94.23	5.77	43.75
Male	81	79	97.53	2.47	32.91
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	78	74	94.87	5.13	40.28
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	98	94	95.92	4.08	40.43
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	82	96.47	3.53	33.33
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	29	29	100.00	0.00	13.79



## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	178	95.19	4.81	17.98
Female	104	98	94.23	5.77	14.29
Male	81	78	96.30	3.70	21.79
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	0	0	0.00	0.00	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	78	72	92.31	7.69	13.89
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	98	95	96.94	3.06	22.11
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	83	97.65	2.35	10.84
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	29	29	100.00	0.00	6.90

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	39.06	--	--	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	89	64	71.91	28.09	39.06
<b>Female</b>	51	37	72.55	27.45	37.84
<b>Male</b>	37	26	70.27	29.73	38.46
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	45	32	71.11	28.89	34.38
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	41	31	75.61	24.39	45.16
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	32	26	81.25	18.75	34.62
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	9	81.82	18.18	--

### California Physical Fitness Test results (School Year 2021-22)

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
5	10	10	10	10	10
7	18	14	17	15	17
9	17	11	13	--	13

Note: Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes appear in the table 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.

### 2021-2022 Career Technical Education Programs

#### **Career, College, and World Ready**

As part of the Exploratory Pillar of the ERCLC model, College and Career Readiness (CCR) plays a foundational role. CCR needs to start early on with our youngest learners to inspire and feed their need for exploration, and creativity and give them drive for the future. Through our maker opportunities, scaffolded pathway development, design thinking model, and many hands-on activities our young scholars will be able to participate early in pathway exploration. Also, some of our curricular structures will be modeled after “Project Lead the Way” which is a widely recognized linked learning model pathway. As a comprehensive program, ERCLC intends to offer multiple pathways to ensure there is a wide range of options for our scholars.

#### **Career readiness**

For middle school and high school students, ERCLC has begun developing more expansive career and technical opportunities through our hands-on learning, exploratory pathways, and industry partners. Career Technical Education (CTE) provides students with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to be a lifelong learner. CTE courses, programs, and training focus on the technical and academic skills needed to attain and maintain high-skill, high-demand careers. A quality CTE experience offers opportunities for learning in Career Awareness, Career Exploration, and Career Readiness to students at various grade levels. In addition to technical training and career foundations, CTE courses also offer a wide range of additional educational benefits, including critical thinking development, technical literacy, public speaking skills, leadership development, and planning/organization skills. In the future, we will build in the options to offer college credit, industry certification, and internships for students.

**Work-Based Learning (WBL) opportunities** will be built into our program. WBL is an instructional strategy that connects student learning with the workplace skills and competencies necessary for success after high school. By engaging with industry partners and stakeholders, students are exposed to work-based learning experiences, which prepare them to make informed college and career choices and allow them to acquire necessary college-and-career-readiness skills.

We will offer: Guest Speakers, Job Shadows, Workplace Tours, Informational Interviews, Service Learning, Mock Interviews, and Student Internships.

### **Advanced Placement Classes (School Year 2021-22)**

ERCLC does not offer Advanced Placement Classes; however, approximately **40%** of the high school class took community college classes **totaling 94 classes over the 2021-22 school year**. The number of students enrolled in community college classes continues to increase.

### **C. ENGAGEMENT- State Priority Parent and Pupil Engagement**

#### **Parent & Community Involvement**

All parents are notified of opportunities to join and meet 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 Coordinator (EC) who helps 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 in understanding the strengths and weaknesses of the student. More importantly, this method helps students receive any necessary remedial help.

Students complete NorthWest Evaluation Association (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 the parent/guardian on a monthly basis. **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 re-engagement process (**Progress Violation**) to determine whether it is in the student’s best interest to remain in this non- classroom-based, homeschool/independent study program.

## Dropout Rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)									
Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	--	6.3	0.0	48.3	49.8	47.4	9.0	8.9	9.4
Graduation Rate	--	87.5	95.7	41.0	45.0	48.8	84.5	84.2	83.6

## Graduation Rates

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)			
This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <a href="http://www.cde.ca.gov/ds/ad/acgrinfo.asp">www.cde.ca.gov/ds/ad/acgrinfo.asp</a> .			
Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	18	17	94.4
Female	--	--	--
Male	11	10	90.9

Name	Cohort Students		Cohort Graduates		Cohort Graduation Rates	
	2020-21 Four-Year Cohort Students	2021-22 Five-Year Cohort Students	2020-21 Four-Year Graduates	2021-22 Five-Year Graduates	2020-21 Four-Year Graduation Rate	2021-22 Five-Year Graduation Rate
<a href="#">Eleanor Roosevelt Community Learning Center</a>	23	23	22	22	95.7%	95.7%
<a href="#">Tulare County Office of Education</a>	213	213	104	108	48.8%	50.7%
<a href="#">Tulare</a>	7,666	7,667	6,641	6,777	86.6%	88.4%
<a href="#">State</a>	500,179	500,404	417,919	433,028	83.6%	86.5%

2021-22 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	400	0	0.0
Female	210	205	0	0.0
Male	191	190	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	166	163	0	0.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	22	0	0.0
White	215	213	0	0.0
English Learners	4	4	0	0.0
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	184	179	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	58	0	0.0

### 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 (2021-22)

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 2022-23)

ERCLC has a School Safety Plan, a stand-alone policy. We review our School Safety Plan annually and update it 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.

### 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, classified 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 development 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 2022-23)

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, one part-time Occupational Therapist and we contract speech services: The Talk Team and Presence Learning. On-site we offer administrative counseling, psychology, college counseling, health screening and other services as needed.

## Roster Size

Each Homeschool Education Coordinator carries a roster of around 25-30 students to review homeschooling work and they meet at a minimum every 20 days. Enrichment classes are usually 15-20 students.

## Advanced Placement Classes (School Year 2021-22)

ERCLC does not offer Advanced Placement Classes; however, approximately 40% of the high school class took community college classes **totaling 94 classes over the 2021-22 school year**. The number of students enrolled in community college classes continues to increase.

## School Revenue Sources (Fiscal Year 2021-22)

Revenue includes Special Education programs supporting students with special needs, funded by State and Federal SELPA funds. During the 2021-22 school year, ERCLC applied and was eligible for Title funds to support our socioeconomically disadvantaged students as a schoolwide program.

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

## School Expenditures (Fiscal Year 2020-2021)

2020-21 Expenditures Per Pupil and School Site Teacher Salaries				
This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.				
Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9828	\$1252	\$8576	\$73267
District	N/A	N/A	\$8576	
Percent Difference - School Site and District	N/A	N/A	0%	94.19%
State	N/A	N/A	\$6,594	
Percent Difference - School Site and State	N/A	N/A	26.1	99.13%