

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

The worldwide COVID-19 pandemic has impacted nearly every segment of society, and our schools have had to very rapidly make shifts to how education is delivered in order to maintain learning at a high level. Eleanor Roosevelt Community Learning Center (ERCLC), a non-classroom-based home school charter school, experienced some disruptions as a result of Governor Gavin Newsome’s executive order addressing school closures in March 2020. Though ERCLC, because of its structure of education delivery, may not have been as widely impacted instructionally as regular classroom-based schools, the move to cease offerings of on-site enrichment activities in Spring of 2020 did affect the role that enrichment activities have in supporting content area learning.

ERCLC enrollment is comprised not only of children living within many Tulare County communities but other county communities as well. Tulare County is one that was hardest hit by the COVID-19 pandemic. Many families have experienced members becoming ill with COVID-19, lost jobs as a result of business closures, have had to make changes to family schedules, and struggle with finding childcare solutions. As a county that is on the State’s monitoring list due to the high numbers of COVID-19 infections, schools must offer instruction through a distance-learning model for the start of the 2020-21 school year and until Tulare County has been removed from the monitoring list.

Because parents of children enrolled at ERCLC are the education teachers of their children and supported and guided in this by ERCLC Education Coordinators (ECs), the structure of the parent role and the EC support does not change as result of COVID-19 or the mandate to deliver education via distance-learning. ERCLC has planned for delivery of supplemental enrichment activities via virtual means, such as ZOOM. Protocols for staff and student/family safety when on campus have also been planned and put into operation. This means increased cleaning and sanitizing of work facilities including frequently used spaces on campus.

Through a strong focus on providing effective support to students and families in the education of their children, ERCLC will continue to plan and execute the best means by which to do this during and after this COVID-19 pandemic, thus ensuring the best possibilities for all-around student success.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

ERCLC appointed a new superintendent on July 1, 2020. Upon appointment, the superintendent sought to provide ERCLC Stakeholder groups with opportunities to share ideas, perspectives, and provide input into the current status, ways to improve, and direction of the school. This was accomplished through various meetings taking place virtually via ZOOM or in-person with safety precautions being taken. The superintendent met with members of the ERCLC Boosters (PAC), teachers and their union members, other school staff (classified), and parents. Meetings were also conducted with whole families, including students. These meetings provided an opportunity for the superintendent to gather information and much perspective from Stakeholders to better plan for the needs of the school, its staff, and its families. ERCLC does not have an English Learner enrollment that constitutes formation of an English Learner Parent Advisory Committee (ELPAC). The superintendent is the only appointed administrator for the school.

[A description of the options provided for remote participation in public meetings and public hearings.]

ERCLC has promoted Stakeholder participation and engagement via the various communication tools it utilizes to provide outreach to families and staff. For the families of enrolled students, ERCLC utilizes its Parent Square communication tool to send out school related messages including meeting opportunities and information. The school has a Facebook page onto which school information is posted and easily accessible for many families and the community as a whole. The ERCLC website is another source for school information in many areas, including public meetings/hearings and meetings of the ERCLC Board. The district also utilizes e-mail for internal and external communication with Stakeholder groups. All public meetings and hearings are accessible to anyone wishing to participate. Individuals may participate via a ZOOM video or phone link that is accessible through the district website.

[A summary of the feedback provided by specific stakeholder groups.]

Parents: As a whole, parents shared that they are pleased with the structure of the educational model of the school. They wish to have increased contact opportunities with the ERCLC Education Coordinators, so as to better provide the content area instruction to their children. COVID-19 and safety at school is a concern for when students are able to return to campus. Parents seek improved core content support for middle school and high school students. Parents of elementary students want increased hands-on learning in science and new enrichment studies offerings.

Teachers/Bargaining Unit: 1) Protocols for the safety of staff and students/families related to COVID-19. 2) Staff development in utilization of virtual platforms for instructional support.

Administrator: 1) Bolstering the ability and capacity of ERCLC staff to deliver the highest quality educational support to parents and students. 2) Creating and maintaining an environment that is positive, student-centered, and team-driven. 3) Campus safety in light of COVID-19 is very important. 4) Ability to provide increasing options for parent education of their child, including use of online content learning platforms.

ERCLC Booster (PAC): Being a newer group, the importance of increasing the ability to connect families is a central goal. Also, the group is looking to more effectively organize to improve protocols for efficient operation.

Other School Personnel (Classified): 1) Effective and efficient protocols to support high-level quality success in task completion by all staff. This would involve providing clarity of processes and expectations within areas to all. 2) COVID-19 safety related protocols and procedures.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The stakeholder input received has influenced the district's Learning Continuity and Attendance Plan (LCP) and provided input to meet the needs of our students. 1) Increasing of cleaning and sanitizing, implementation of safety protocols are included in this plan. 2) Access to learning support platforms for students and families to access is included in the LCP. 3) Revising of school policies and protocols for operation. 4) Providing for improved technology to better enable staff and student access to learning programs. 5) Providing increase learning and intervention support for students

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Being that Eleanor Roosevelt Community Learning Center is a non-classroom based, home school charter, the instructional method of delivery – parents as their child's teacher of content area subject matter, is not dramatically impacted by the continued closure of schools to in-person learning as a result of COVID-19 and Tulare County's position on the State monitoring list. However, the area where the school is impacted by no availability of in-person learning is in the offerings for enrichment education. Prior to school closure, ERCLC would provide on-site enrichment learning opportunities to any student wishing to participate. With that not being an option at this time, ERCLC has pivoted to providing enrichment learning offerings via a virtual format. These occur with an Education Coordinator or approved outside vendor via ZOOM.

Specialized academic intervention and support continues to be provided to students on Individualized Education Plans (IEPs). These had been occurring via virtual means, but just recently, some students have begun to receive this support through individual, one-on-one in-person sessions. Proper safety protocols are adhered to during these in-person sessions.

To ascertain student performance and progress status, the NWEA MAP assessment is administered twice during the school year (Fall and Spring). Moving forward, assessment data will be utilized to identify students in need of further support, thus informing the Education Coordinator of potential areas in which to provide such support to not only the student but the parent-teacher as well. New this year will be the opportunity for students to receive additional support via tutoring sessions provided by EC's. This is being provided virtually at this time. ERCLC also utilizes the CAASPP assessment to inform on student academic progress and needs, but the assessment session for this past Spring 2020 was suspended by the State Board of Education.

Since parents are their child's teacher, formative assessments are administered at parent discretion. Scheduled parent and student meetings with EC's assist in guiding student progress, providing support, and setting direction for continued instruction. Education Coordinators also provide middle and high school students with additional core course support.

ERCLC has established protocols to ensure the safety of students upon their return to site and when on site on a need-to basis in the interim. Eleanor Roosevelt Community Learning Center will incorporate the following prevention measures to address the spread of COVID-19, and measures will impact the operations of the school. ERCLC will monitor guidance from Public Health service to ensure procedures and protocols are revised and updated if necessary.

The following measures will be taken:

- Entrance and exits will have signage to direct traffic flow
- Cleaning of high touch surfaces occurs throughout the day
- Teach and reinforce prevention/minimizing spread behaviors (such as cough and sneeze etiquette, frequent handwashing, use of face coverings, keeping hands away from face, physical distancing)
- Using current guidance from Public Health in symptom screening for students, staff, and visitors
- To the extent possible, provide adequate ventilation within facilities
- Limit occupancy in spaces to what can be accommodated when allowing six feet of distancing between individuals
- Adjust and revise schedules if necessary
- To the extent possible, seek accommodations to protect students and staff who may be at increased risk of severe illness
- Use of counter-top barrier in office front desk area
- Identify a room to care for persons exhibiting symptoms
- Increase the frequency and intensity of cleaning and disinfection

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of facility disinfecting materials and supplies: Sanitizers, cleaning equipment, cleaning supplies	\$10,000	No
Purchase of Personal Protective Equipment (PPE): Face coverings, hand sanitizer, increased soap supplies	\$12,000	No
Increased custodial staff hours and additional cleaning and sanitizing	\$83,000	No
Acrylic partition for front desk area	\$3,700	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

As a non-classroom based, home school charter where the parent is the content area provider of instruction and is supported and guided in this by an ERCLC Education Coordinator, no differences exist in how the delivery of this content area education is being delivered. Curriculum used for at home instruction is provided by ERCLC and selected by the parent at the start of the school year. Students may voluntarily participate in ERCLC enrichment offerings that are taught by a site EC or approved outside vendor. These have traditionally been offered through in-person student participation, but at this time is occurring virtually due to Tulare County's status on the State Monitoring List. Education Coordinators meet with students via a virtual meeting platform to deliver enrichment teaching. Students can then apply these learnings in the home environment individually or with the guidance of a parent. In-person vs. virtual teaching in enrichment areas that may require increased hands-on experiences, such as those offered at ERCLC can be challenging. EC's work to support and facilitate these activities to derive like outcomes whether in-person or virtual instruction is occurring.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Eleanor Roosevelt Community Learning Center is situated in a very rural location where access to reliable Internet service can be spotty. Wireless phone service can also be non-reliable or non-existent for some people living in the surrounding area. As a charter school, enrollment is comprised of students from many surrounding communities where access to phone or Internet service is available and reliable. For those experiencing issues with not being able to access Internet service at home, ERCLC is looking to procure "hot spots" to provide to students for access to the Internet. Of course, the "hot spot" works where a wireless signal can be accessed. In absence of a wireless signal, the "hot spot" will not work. For students under these unique circumstances, efforts are made to meet in-person and on-site. All safety protocols are followed in such circumstances. ERCLC will provide a "chromebook" to any student who does not already have a device from which to participate in school activities or meetings with their education coordinator.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

As described in prior responses to prompts, ERCLC is a non-classroom based, home school charter. Parents deliver the content area instruction to their child and are supported and guided by an ERCLC Education Coordinator. At minimum, students and parents meet in-person or virtually with their EC once every twenty days. Meetings can occur more frequently based on student and parent need. Because

of the structure of home school education, there is no requirement per Ed Code for ERCLC to measure participation of time value of pupil work.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Eleanor Roosevelt's Education Coordinators have participated in staff development to enhance their abilities to continue to successfully support students and parents. Coordinator staff have received training on use of the ZOOM virtual meeting platform. Doodle is an on-line meeting scheduling platform that will facilitate ECs scheduling parent/student progress and support meetings. EC's participated in learning how to use this tool. The Google Suite of tools is a very helpful resource for use by educators, and EC's participated in how to incorporate some of these tools into the work they do. Also, in looking for ways to have EC's and students write and see each other's writing while meeting virtually, training on a tool called JamBoard was provided to EC's along with the availability of writing pads to display work. The school is also purchasing a few doc cameras for EC's who wish to use this method for interaction with students.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

COVID-19 has certainly impacted the landscape of education in the United States and worldwide. This has prompted a response from educational entities to incorporate increased creativity and flexibility as to how to continue to provide the highest quality educational services in a time of increased health risks. In order to do this, schools have had to look for ways to creatively utilizes their personnel, even if it means that job duties and responsibilities may change for individuals.

ERCLC staff has become more vigilant of adherence to health safety protocols and the important role staff has in maintaining the good health of others. School custodial personnel has had to increase cleaning and sanitizing of school spaces and facilities which has contributed in part to the need for ERCLC to hire a full-time site custodian.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

During this time of no in-person education occurring within Tulare County, some schools are challenged by how to meet the needs of identified groups of students that may need additional support. ERCLC employs one full-time Special Education Coordinator who serves approximately forty students on IEPs. This has traditionally wholly occurred in-person, but due to COVID-19 was shifted to a distance-learning format. With the new in-person allowances for select student groups just recently announced by Governor Newsome, in-person

support for some ERCLC students on IEPs has begun. Also, in order to better support the needs of students with unique needs, ERCLC has hired an experienced part-time paraprofessional aide.

In addressing the possible needs of Foster or Homeless students, ERCLC ensures that all learning materials, if needed by the student is provided. An online educational learning platform (Edgenuity) has been purchased to provide supplemental content area support for 6th – 12th Grade students. Education Coordinators may seek the advice of the SPED Coordinator if any student is experiencing extraordinary learning challenges or in need of additional strategies to improve learning rate. ERCLC may also work with the Tulare County Office of Education when looking to address the needs of Homeless or Foster Youth.

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of Edgenuity online content support program (6th-12 th Grade), ZOOM online meeting platform license, Doodle meeting scheduling platform	\$19,000	No
Upgrading and Replacement of Technology (Replacement of staff computers, purchase of iPads for student use, upgrading of Internet firewall) to support staff and student access to digital learning platforms and materials.	\$58,500	No
Additional part-time staff paraprofessional to support the needs of students with unique needs	\$30,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

As mentioned in the Distance Learning section, the availability and access by teachers and students to devices, internet connectivity and virtual/digital platforms will be leveraged to deliver quality instructional support to parents in the education of their children in all content areas and further support the needs of students.

To measure student learning loss, the NWEA MAP assessment will be administered twice during the school year (Fall and Spring) in the areas of ELA and Math. Moving forward, assessment data will be utilized to identify students in need of further support, thus informing the Education Coordinator of potential areas in which to provide such support to not only the student but the parent-teacher as well. There are two students currently enrolled at ERCLC that are designated as English Learners. EC’s provide instructional strategy support to the parents of ELs to accelerate their child’s acquisition of academic English language.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Strategies to address pupil learning loss and accelerate learning progress will include opportunities for students to receive tutoring by EC’s in the areas of need. The Edgenuity learning platform will also provide students with the opportunity to self-pace learning and address specific areas of need. Also, progress meetings between parents/students and EC’s may be scheduled more frequently and as needed for Unduplicated Pupils, those with exceptional needs and those experiencing homelessness. In addition, ECs are offering flexible access to additional enrichment opportunities both synchronous and asynchronous.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Effectiveness of services and supports to address learning loss will be measured through EC progress and support meeting check-ins with students/parents and student achievement rate on selected administered assessments. EC’s providing tutoring services, to both parents and students, will also measure the level of student understanding of content and material during tutoring sessions.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Scheduling of tutoring opportunities for students in need and parents in need of additional learning support	No Cost	Yes
Student access to a supplemental learning platform (Edgenuity) for 6th-12 th Graders	\$16,000	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The COVID-19 pandemic has caused changes to daily life and disrupted routines, jobs, social gatherings, and impacted many more areas of people’s lives. The effects of this pandemic can cause stress, anxiety, depression, and many more feelings and emotions. As ERCLC begins to welcome back students and families, it is important to be aware of signs that students may be experiencing difficulty managing feeling or emotions that may impact their performance. Identification of such behavior in students is made more challenging because EC’s

do not interact daily with each student. Thus, it is especially important that when interaction does occur, ERCLC staff is aware to the behaviors that may signal a student in need of support in the area of Mental or Socio-Emotional (SE) health.

Equally important is the mental and SE well-being of staff. Staff may equally feel the anxiety and range of emotions as a result of the changes that COVID-19 has brought to their lives. Maintaining an all-around mentally and emotionally healthy staff provides for higher levels of success for everyone. As this year begins, ERCLC will be learning ways to support student mental and SE health, as well as ways to maintain staff mentally and emotionally healthy. Monitoring of staff mental and emotional health will occur through in-person conversation and e-mail. This link provides much information in this area and is a great resource for parents and staff.

<https://sites.google.com/view/tcoe-online-learning/>

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

In the education structure of ERCLC where the parent is the teacher of content areas, it is crucial that the ERCLC Education Coordinators be very cognizant of students' academic progress and pacing, so as to accomplish the learning of required California Standards for the grade level in which they are enrolled. Students not progressing at sufficient pacing to accomplish meeting grade level learning Standards are at risk of acquiring learning deficits that will impact future success. If progress is not being accomplished due to lack of engagement by the student or lack of instruction on the part of the parent, the Education Coordinators will intervene to provide needed support and strategies to re-engage the student in learning and/or the parent in instruction.

As a non-classroom based, home school charter, attendance is credited based upon work completion. Students not engaging in the completion of work triggers policy intervention by the school site related to this issue.

Tier 1: The school notifies the parent and student of the work progress issue and strategies and support to foster re-engagement are provided by the EC.

Tier 2: Lack of re-engagement in efforts to produce academically related work or participate in home instruction will result in a scheduled meeting with the school administration.

Tier 3: Continued failure to re-engage in instruction or demonstrate work progress will result in the student being disenrolled and directed to their traditional public school district of attendance for enrollment.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

As a non-classroom based, homeschool public charter, ERCLC does not and is not required per CA Ed Code to provide meals to enrolled students.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A		[\$ 0.00]	[Y/N]
N/A		[\$ 0.00]	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.52%	\$183,032

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Research indicates that Unduplicated Pupils (English Learners, Low-Income, and Foster Youth) on a whole, experience lower levels of experiences with learning opportunities as a result of life circumstances. This lack of participation in basic foundational learnings as compared to other students, sometimes results in deficits as a child begins school. Learning becomes challenging and often times results in these students performing below grade level. ERCLC has hired a paraprofessional to support the learning needs of these Unduplicated pupils first, and due to the needs of other students experiencing the same need for support, this service will be provided school-wide to benefit all students in need of such support. Also, Unduplicated students often require additional learning support for reasons shared above and thus academic tutoring will now be implemented in the school program and offered to these students first, and due to the needs of other students experiencing a need for additional support, this tutoring service will also be available to any student enrolled at the school.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The minimum proportionality requirement to Increase or Improve services for Unduplicated Pupils is 7.52%. There are actions contained in the LCP that are principally directed to provide improved or increased services to Unduplicated Pupils and demonstrate through implementation of these actions that the district is meeting the minimum proportionality requirement to increase/improve services by the stated percentage. Further Actions outside the LCP to support the needs of Unduplicated Pupils include the continuing of providing additional resources, materials, and curriculum that supports homeschooling. Actions that support and engage parents in workshops to implement state standards and provide increased effectiveness of instruction are also planned. Actions to provide professional development opportunities for staff to increase effectiveness of academic guidance and support to students and parents are an integral part of service improvement at ERCLC.