

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Eel River Charter School	23-65607-2330272	N/A school closure	1-13-21

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Eel River Charter School incorporated its SPSA into the 19-20 LCAP. Due to the COVID19 school closure, distance learning, and a new LCAP for 2020-21, there are ESSA requirements for charter schools to complete an SPSA for 2020-21 to demonstrate alignment of Federal fund spending with the Learning Continuity and Attendance Plan for 2020-21 and distance, hybrid, or traditional learning scenarios during the pandemic.

In the plan described below we are using federal and state monies to fund the following:

- Purchase of cleaning supplies, increased custodial hours when in hybrid or traditional modes of instruction
- Professional development for teachers and aides in strategies for distance learning
- Daily zoom meetings for students to meet with teacher and other classmates online for social/emotional learning
- EL tutoring during summer and during school biweekly to provide extra language support (this is available to students with online connectivity)
- Daily interaction with teacher or aide via phone or zoom for personal interaction
- Attempt to increase connectivity by working with local internet provider
- Increased technology supplies and tech support
- Parent teacher conferences as necessary
- Distance learning instructional materials
- Take home instructional materials, including bilingual books
- Online parent teacher communication hub
- Assignments for students that can be completed without internet
- Purchase of new curriculum that can be used both online and offline

- Discretionary funds for online tutoring and counseling for individual students
- Ongoing research to stay abreast of health recommendations in the community

Other activities that are necessary to maintain the operation and continuity of services in LEAs and to continuing the employment of their existing staff:

3 aides to continue home school communication
3 full time teachers
Educational consultant
Custodian
Business manager
Office manager

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Extensive measures were taken to solicit input and feedback from all stakeholder groups. Teachers and staff discussed plans for re-opening throughout the spring and summer. Parents were surveyed in the spring regarding distance learning. Teachers and staff members were asked to finalize input at a staff meeting held in August. A public meeting was held on August 12th to solicit input from our school board and any other parents. Student families were communicated with (through calls and text messages) in their fluent language (English or Spanish). Translation services, by our bilingual staff, were offered in all communications and meetings. No meetings were held 'in-person' due to current Shelter in Place orders by our local health officials. If any stakeholder was unable to access the distance options, accommodations would have been made to allow them to come into the school (socially distanced, with masks, less than 10 people at a time) per local Shelter in Place orders.

Remote participation was the preferred option for all stakeholder meetings. Remote options were through using a Zoom meeting room or calling into the meeting via any telephone connection. Stakeholders that were in need were offered the opportunity to use school technology and internet connection in order to attend the Zoom meetings. If stakeholders were unable to make technology work, even with those accommodations, they were connected to the meeting via a telephone connection. All ERCS Board meetings were held via WhatsApp or Zoom application for social distancing starting with the April Board meeting. Agendas are posted publicly and on ERCS Facebook page. A call-in number and email address for comments is listed with each Facebook notice.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Goal 1

Improve basic conditions of learning:

100% of teachers appropriately credentialed for their teaching assignments.

Employ 3 teachers for K-6, 4 teachers for K-8 and long-term Independent Study

100% of students have access to standards-aligned instructional materials

Attempts to improve internet service

Educational materials sent home for distance learning

ERCS school facility maintained in good repair

100% of aides employed by school will be highly qualified

Facility will follow best hygiene practices to reduce the spread of Covid 19

Staff will receive Professional Development in using technology for distance learning

State and/or Local Priorities addressed by this goal: **1 Basic Services, 6 School Climate**

State Priorities: Conditions of learning, qualified staff and safe facility

IDENTIFIED NEED

Students feel safe and connected to the school, but during the pandemic students, parents and staff do not know from month to month how instruction will be delivered—at school or at home. In addition, many families have poor internet service or none at all.

Local Priorities: **Employees are qualified, but we will need new teachers in the future years**

Teacher shortage

Facility appearance

Professional development for teachers and aides

Increased hygiene and Covid safety measures

100% of students need access to standards-aligned instructional materials during Covid 19 distance learning, including students who lack internet access

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% teachers credentialed 100% aides highly qualified	100% teachers credentialed 100% aides highly qualified	100% teachers credentialed 100% aides highly qualified
Students have access to standards-aligned instructional materials	Students have access to standards-aligned instructional materials	Students have access to standards-aligned instructional materials for hybrid model of instruction during Covid 19 pandemic school closure
Suspension rate 0 Expulsion rate 0 100% of parent surveys completed	Suspension rate <2% Expulsion rate 0 68% of parent surveys completed	Suspension rate 0% Expulsion rate 0 Parent surveys completed via phone interview during school closure if no paper survey submitted
Professional Development	100% of teachers received training in new curricula for ELA, reading and new reading assessment for students	Prof dev by 100% teachers in using online meeting platform and new curricula purchased for hybrid model of teaching during pandemic

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Continue outreach for new teacher-pay competitive salaries
2. Director of Student Achievement;
3. Educational consultant
4. Edjoin membership for credentialed teachers
5. Professional development for teachers and aides-ELPAC, cultural, anti-bullying, classroom management, new curriculum, teaching via online meeting platform
6. Professional teacher evaluations of new hires, mentoring new hires

7. Facility following recommended hygiene and distancing practices to guard against Covid 19 spread; purchase of cleaning supplies, temperature scanner, electrostatic sprayer, handwash stations, touchless soap and towel dispensers, etc.

8. purchase of materials for distance learning; purchase of new curriculum can be used with in person instruction and with distance learning. Examples may include flash drives, headphones with mics, usb duplicators, take home books, chrome books, mice

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1. \$78,240 Teacher salary	1. LCFF
2. \$5963 Dir. Student Achievement	2. Tit I
3. \$38,255 Edu Consultant	3. CSI
4. \$750 Edjoin membership	4. Tit II
5. \$1000 \$1858 \$2673	5. CSI, LCFF Tit II Tit IV
6. Included in 2 above	6. CSI
7. \$25944 School sanitation and hygiene \$10000	7. Res 3210 ESSA \$19963 Res 3215 GEER \$3680 Res 7420 SLLMF \$2301 Res 0079
8. \$38301 \$12500	9. Res 3220 CRF Res 0079

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS OF GOAL 1 2019-20

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Teaching staff is 100% qualified, and all the aides perform their jobs well. All improvements to the facility have been carried out.

We hired a new teacher, and all staff has participated in whole school staff meetings. All aides are capable of teaching lessons.

A fourth aide was hired in a temporary position in the 4-6th grade class to help teach 3 different grade levels. The Educational Consultant tutored small groups using intervention curriculum in reading.

Our aides are crucial to delivering instruction in multi-grade classrooms. They teach curricula to small groups under the guidance of teachers. Students are receiving instruction at their grade level because of the aides. The learning centers, parent communication area, equipment storage area, and upgrade to facility appearance were all completed as planned.

The completion of parent surveys was affected by the COVID19 school closure.

The physical appearance of the school is improved and lifts the morale of teachers and students, and parents. Professional development has increased the confidence of teachers, who have been using the new reading curricula in their classrooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Expenditures as predicted. Many positive comments about the new learning centers, parent communication area, and professional looking entrance, office, and main hall.

The estimate for creating new work stations was higher than actual expenses because we were advised that our existing sound system did not have to be replaced, but improved with minor adjustments. The stage curtain was less than estimated, we did not need new furniture for the new classroom or library, nor bookcases for our new reading curricula.

The expenses of a 4th aide less than expected as they did not start until January.

The temporary Educational Consultant increased the number of hours due to additional tasks surrounding distance learning when school closed in March and planning for following year, curriculum adoption, tech materials.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Suspension rate surpassed goal of zero. School will continue anti-drug, respect for self and others, and anti-bullying message which are typical grounds for suspension over the history of the school. Major facility improvements have been completed, other than back-up power project which is scheduled for 20-21. The school may be tasked with hiring at least 1 new teacher next year due to possible teacher retirement or relocation. Competitive salaries will be strategic in the hiring process.

According to the Dashboard, there was a reduction in the annual number of chronic absences as compared to the previous year. Data for academic improvement over the previous year was unavailable due to early school closures, which prevented the administration of the CAASPP and benchmarks tests. The Dashboard also listed the Eel River Charter School as having met the standards for Basic Teacher Quality, Instructional Materials and Facilities.

Goal 2 For 2020-21

CA State Standards will be implemented

EL students will gain academic content knowledge and progress toward English language proficiency

All students, including numerically significant subgroups, will increase proficiency rates by 5% annually and will progress one grade/skill level

ERCS will achieve its annual API growth target, school wide and for all numerically significant student subgroups.

100% of returning EL students will make progress toward English language proficiency

100% of EL students who are classified advanced on the CELDT will be reclassified as EL proficient

100% of ERCS' student body will be included in any broad course of study (see list above) that is offered for that student's grade level

All students will become proficient in English, Math, Science, Social Studies.

In Visual and Performing Arts, ERCS' goal is for 100% student participation in enrichment activities.

In Physical Education and Health instruction, ERCS' goal is for 100% student participation

State Priorities: **State priorities 2,4,6,7,8 Pupil Outcomes and pupil achievement: Implementation of State Standards, Pupil Achievement, School Climate, Course Access and Pupil Outcomes**

Local Priorities: **Student achievement needs to be improved, especially as measured by standardized and benchmark testing. The focus of instruction in the future emphasizes basic literacy.**

Identified Need

Low CAASPP scores:

2017-18, 68 %students at grade level or made a year's growth in ELA, and 72% in math. Benchmarks are not to grade level, although students are making progress

2018-19 Most of ERCS students' benchmark tests are 1-2 grade levels below where they should be 47% EL students

2019-20 CAASPP testing cancelled and benchmark testing incomplete due to school closure. Updated statistics on standardized testing through CAASPP and ELPAC are not available. 52% EL students, 13% IEP, 94% FRPM

2020-21

44% are EL students

14% are IEP students

98% are FRPM targeted students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Teacher lesson plans, including differentiated assignments and accommodation withing the current CA State standard curriculum</p> <p>Teachers accommodate students with needs and differentiate learning. Accommodations or support will be entered into the TOMS system on the CAASPP tests.</p>	<p>Teachers accommodate students with needs and differentiate learning</p> <p>Director of Student Achievement was trained in entering accommodations and supports in TOMS system</p>	<p>Teachers accommodate students with needs and differentiate learning</p> <p>New curriculum has different levels of reading of the same stories in ELA. Additional teaching prompts are provided for EL students within each reading assignment</p>
<p>EL student ELPAC scores</p>	<p>% of returning students who improve one level over previous year on ELPAC and CAASPP</p> <p>There are no data from the current year 2019-20 because of school closure (COVID19). However, the sample size of CAASPP and ELPAC results each year is so small that the percentages are statistically unreliable.</p>	<p>100% of EL students will progress towards English language proficiency. ELPAC data comparing 2 years will not be available. Distance learning may interfere with EL testing and progress in 2021.</p>
<p>CAASPP and Renaissance Learning Math and Reading benchmark scores, student report cards and portfolios</p> <p>Fountas and Pinnell BAS reading assessment will be administered to measure progress in reading levels</p>	<p>More than half the students have tested below grade level in the Caaspp tests in previous years. Data are not available from standardized testing last year because of Covid school closure.</p> <p>Data from Renaissance Learning and Fountas and Pinnell are incomplete due to Covid school closure</p>	<p>All methods of assessment will be attempted, but school closure/ distance learning have precluded reliable statistics.</p> <p>School benchmark testing and F&P assessments have been difficult to impossible for all students during the 2020-21 distance learning</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. 6 hour aide in each multi-grade classroom to help with differentiated learning, EL instruction, targeted Title I students. Aides contact students daily during distance learning
2. complete ELPAC evaluations and CAASPP testing as mandated
3. purchase new curriculum in ELA and math for both online and offline instruction. The same curriculum can be used no matter what mode of instruction the school offers (distance learning, hybrid or traditional model.
4. Take home learning materials, technological equipment for distance
5. Summer tutoring, extra ELA tutoring
6. Tech support-improved internet connection
7. Extra days for professional development for aides
8. Students will receive educational/speech support as per IEP documents or be recommended for evaluation as per SST process

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1. \$80,931 3 aides	Tit I, Tit IV, REAP, 0079 Sup/Conc
2. \$650 ELPAC admin/ training	0079 Sup/Conc
3. \$27885 New ELA and math curriculum for the whole school from Goal 1 #8	3220 CRF funds
4. Distance learning materials and equip. \$806 \$538	Amount listed under Goal 1 Res 3220 Res 7420 Res 3210
5. Tutoring, parent support	Amount listed under Goal 1 under Edu Consultant Res 3182
6. \$4851 Tech support \$8000 30Mbps internet w/ erate support	0079 Sup/Conc
7. \$2893 3 aides, 5 days prof dev distance learning	Res 7420 Learning Loss Mitigation
8. \$30287 SPED encroachment	Res 0000 Unrestricted

Annual Review

SPSA Year Reviewed: 2019-2020

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The basic idea of Goal 2 is to increase student achievement by using new curricula, enhanced technology, individual or small group instruction tailored to the students' levels, and increased incentives. All of these actions were implemented, and teachers observed students' progress especially in reading. However, the data for improvement are not available due to the COVID 19 school closure. In addition, academic progress was further hindered during school closure because many families lack internet access. Therefore, academic assignments were limited to worksheets to ensure that all students were treated fairly, and that those without electronic access to online instruction would not be left behind their peers or penalized for lack of equipment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The measurements of the LEA were incomplete because of the COVID 19 school closure. State standardized tests, the CAASPP, were not administered. Local benchmark tests (the Star 360 tests in Math and Reading, and the Basic Assessment System to determine Guided Reading Levels) were given but at the start of the year and at the end of the first 2 quarters. This was not enough time or enough data to establish whether students had made at least one year of academic growth from their initial level.

The ELPAC tests were also suspended, leaving the school with another lack of data due to COVID 19 school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Most expenditures were close to their estimated costs. The online counseling took months to set up, and then its implementation was cut short by school so less money was spent than anticipated. There was a difference in the amount budgeted for take home books, and the actual expenditure because part of the cost had already been paid in the 2018-19 school year. There was also more money budgeted for incentives and curricula than was spent, because CSI funds did not cover incentives involving food, art or sports. In all these categories, the school over-budgeted because of too little information in estimating prices.

Another expenditure that was unforeseen was the purchase of more chromebooks and headsets to send home in 2020-2021 in case of another COVID school closure to equalize access to online instruction.

\$3500-not spent because no CAASPP tests during COVID19 closure-no final benchmark testing so annual progress not demonstrated in 2020

Goal 3

[Describe the goal here]

**Improve school climate by increasing the engagement of parents and students:
Improve parent participation, student attendance, school morale**

Parents will volunteer at ERCS

Parents will participate in making decisions for ERCS

Students will attain a 92% rate of attendance

Students will reduce chronic absences by 5% each year

If a student misses more than 2 weeks of school without a doctor's note, they will be dropped from the attendance rolls and ERCS shall notify the District within 30 days as per Ed Code 47605(d)(3) unless they enroll in long term Independent Study

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5 Engagement of parents and students, parent participation, school attendance and school morale

**Local Priorities: reduce chronic absences and increase parent involvement
Improve school climate**

Identified Need

State and/or Local Priorities addressed by this goal:

In 2018-19, ADA percentage was 90%, chronic tardies 19% and absences 14% which correlate with low achievement

2019-20 ADA percentage was 90% through school closure in March, tardies and absences not available

Increased enrollment in 20-21 to date. Attendance very high, but completion of assigned work and retention and mastery of concepts, and autonomy in completing assignments very low.

Many students not motivated. State standards are above their achievement level. This leads to more misbehavior and lowers student and teacher morale.

In distance learning, connectivity is impossible for some families in Covelo. The internet provider has been unable to provide internet access to all homes to date (December).

Zoom platform is difficult for two-way communication because of time lag between statements and responses. Most families rely on aide/teacher help over the phone and flash drives with weekly lessons loaded, along with paper packets.

Parent participation is hindered by distance learning, when parents are not permitted on campus

Students miss being at school

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at monthly events	Data unavailable due to school closure	Parent attendance curtailed because of campus closure
ADA	2019-20 53.10 ADA 90% 2020-21 Attendance rates very high for distance learning, but completion of assignments not good	Attendance based on participation in Zoom meetings, or phone calls, or if any assigned work completed each day so should be 95% or higher
Parent survey to indicate satisfaction with the program or need for improvement	2018-19 100% 2019-20 68% school closure	75% during a school closure year
Number of chronic absences	Data unavailable	Not an issue during distance learning other than a few students

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Use online communication tools like Facebook and Class Dojo to increase parent-student-teacher communication and provide positive reinforcement of student behaviors

To improve lack of student engagement, phone calls, texts, emails and letters sent to parents.

School attendance incentives if school opens on a hybrid or traditional model of instruction
Along with academic incentives etc.

Offer increased educational incentives for reading, academics, attendance

Teach students about different cultures: Native American speakers, oral story- telling, history, art.
Translate documents into Spanish. Teach introductory Spanish music, Dia de los Muertos, Cinco de Mayo celebrations etc.

Use daily class zoom meetings to address social emotional learning, alleviate isolation among students, foster sense of community

On-line counseling

Daily interaction between students and aides or teachers
Parent conferences as needed by teachers and educational consultant

Translate lengthy documents to Spanish

Have a series multi-cultural performances/motivational Native American guest speaker with student song and drumming, Native American and Spanish-speaking guest performers. Invite parents, stress Covid coping skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Add Amount(s) here]

[Add source(s) here]

\$ 5342 Motivational speaker in a series of zoom parent student meetings

Tit VI Indian Ed Res 4510

\$4000 incentives

0079 Sup/Conc

\$3000 parent events

0079 Sup/Conc

Amount(s)	Source(s)
\$2000 translation documents	0079 Sup/Conc
\$4500 on-line counseling	0079 Sup/Conc

Annual Review for 2019-20

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

ADA for 2019-20 was 53.10 based on P2 attendance in February. ERCS was short-changed because enrollment increased to 59 at the end of the year, so it appears to be 90% attendance, but it was actually more like 95% until the school closure. In the previous year, for the goal of improving attendance, ERCS maintained its targeted goal of 92% ADA. However, the chronic absences totaled 20% even though incentives and awards were given for perfect attendance and letters were issued to warn parents that their children were missing too much school. ERCS met its own goal of reducing chronic absences and the school dashboard at the California Department of Education went from the red category to the orange, showing improvement. The Dashboard listed the school as having met the standard for Parent and Family Engagement. ERCS was removed from the Comprehensive Support and Improvement (CSI) list.

Data on parent event attendance was unavailable for the 2019-20 school year. However, ERCS' parent attendance at monthly events averaged about increased to 81% during the 2018-19 school year. Parents took leadership in organizing and presenting cultural celebrations of holidays, which were very popular among the children. Parents attended workshops to practice reading techniques at home with their children.

Most documents were translated into Spanish, along with school fliers and posted messages on the school front door.

Because of the school closure in 2019-20, there was no meeting of the School Site Council which includes Spanish speaking parents. For the coming school year, the school will continue to implement their suggestions for the LCAP from the previous year to improve parent participation among parents whose English is very limited.

All of the above implementations improved the school atmosphere and morale. Perhaps our goal of training parents to be more involved in their children's education in 2019-2020 helped to reduce the percent of chronic absences. Maybe parent trainings and needs assessment questionnaire increased parent awareness of the need to request and submit Independent Study work, if they knew their children would be absent. Parent presence on the campus, especially during breakfast, created a family atmosphere which was appreciated by students and staff.

Parents seemed to appreciate the efforts of staff to include them in motivational presentations and training for reading at home. Parents were very supportive of teachers, and expressed their appreciation after the series of presentations in 2019-20, before school closed in spring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to school closure in March 2020, implementation of goals was cut short and some of the budgeted expenditures were not completed. The money for CAASPP incentives was left unspent, as was some of the money for professional development, tech support, counseling, etc.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The changes to next year's goals revolve around the pandemic, and not around self evaluation for the school. The summer months were spent planning for all contingencies, and keeping up with the information and paper work as it became mandatory.

ERCS developed scenarios for different methods of instruction, and purchased ELA and math curricula that had the same components whether students were working at home or at school.

ERCS has been successful in improving parent involvement this year, and the school would like to extend its efforts for the upcoming year by continuing its outreach to families, following the plans outlined in the 2020-21 LCAP. While parental input was limited by the early closure of the school due to COVID 19, the school will continue to follow the recommendations from parents as recorded in the 2018-19 minutes of the School Site Council.

ERCS will not be able to continue the program of student incentives, or hold game nights and other family events, include parents in sports activities at school, and continue community outreach. The school will continue to send home take-home books, and invite parents of struggling readers to learn techniques to practice at home with their students.

The Eel River Charter School will create detailed contingency plans for distance learning in case of unforeseen school closures in the future. This might include online teaching and/or tutoring sessions, which would hopefully include teacher-parent communication as well as student instruction. This would allow the school to continue to build on the engagement and involvement of families in their children's education. Teachers would have to receive training in distance learning techniques and materials. They would have to revamp their instructional practices, and spend extra time in planning and executing lessons.

