

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
Five Keys Independence High School	Steve Good, Executive Director	steveg@fivekeys.org (415) 652-9130

General Information

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

The COVID-19 pandemic has impacted Five Keys Independence High (FKIH) students, the LEA and all associated community partnerships in innumerable ways. A few key logistics that have shifted our school model as a result of the pandemic include:

1. Five Keys adapting its contact with students experiencing incarceration to prioritize safety for students and staff.
2. More diversified teaching and learning schedules as a result of students and employees needing to balance home caregiver obligations
3. Accelerated digital course development and adoption of online teaching as a result of decentralized in-person learning
4. Students transitioned from primarily paper curriculum access to digital and hybrid models abruptly.
5. Ongoing communication between management and staff about the evolving Distance Learning landscape

The LEA has responded to these abrupt changes creatively by:

- letter correspondence for those students in-custody; pre-packaged lessons for sworn staff to deliver to students on behalf of FKIH
- staggered schedules to accommodate those who have mid-day childcare or family care obligations
- an accelerated 4-month implementation of the Canvas online learning management system (from existing 2-year full rollout)
- adopted a curbside pickup and mail correspondence process for paper curriculum exchange with attention to quarantine safety protocols
- a weekly Q&A forum for academic staff and leaders to dedicate time to understanding LEA tools created in response to state and local mandates

Stakeholder Engagement

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

March 2020

Five Keys created a dedicated email address and appointed a COVID-19 Safety Response Coordinator to make sure staff and community partnerships had a direct line of contact to leadership 24/7 regarding any questions or concerns related to the developing situation. Superintendents utilized Principal and Manager relationships with each of the various Community-Based-Organizations and In-Custody contacts to spread the plan for a temporary site closure inviting parent, student and partner feedback as needed. Thematic feedback including concern about work-life balance and anxiety about contracting COVID-19 inspired a Self-Care Webinar campaign for Staff and Students led by the Five Keys Mental Health Support Specialists.

- COVID-19 All-Staff Communication #1 from Erica Meyer, introducing safety@fivekeys.org email group (March 10, 2020)
- COVID-19 All-Staff Communication #2 from Steve Good, appointing Safety Response Coordinator on call 24/7 (March 12, 2020)
- COVID-19 Communication to all Stakeholders #3 **LINK:** [Superintendent Notice of School Closures](#) (posted to fivekeys.org 3.13.2020)
- COVID-19 All-Staff Communication #4 from Steve Good, (emailed March 16, 2020)
- **LINK:** [Cultivating Resiliency In Times Of Crisis Self-Care Webinar](#) for Staff & Students (presented on Zoom March 20, 2020)
- **LINK:** [Community Connections In A Time Of Isolation Self-Care Webinar](#) for Staff & Students (presented on Zoom March 20, 2020)
- COVID-19 All-Staff Communication #5 from Steve Good, (emailed March 23, 2020)
- **LINK:** [Coping In The Time Of Coronavirus Self-Care Webinar](#) for Staff & Students (presented on Zoom March 24, 2020)
- **LINK:** [Creating Daily Routines When It Feels Pointless Self-Care Webinar](#) for Staff & Students (presented on Zoom March 24, 2020)
- **LINK:** Recording of [Using Art as Self Connection Self-Care Webinar](#) for Staff & Students (presented on Zoom March 26, 2020)
- **LINK:** [Self-Compassion for Difficult Times Self-Care Webinar](#) for Staff & Students (presented on Zoom March 26, 2020)
- COVID-19 All-Staff Communication #6 from Steve Good, (emailed March 27, 2020)
- COVID-19 Communication to all Stakeholders **LINK:** [Superintendent Letter to Our Partners](#) (posted to fivekeys.org March 27, 2020)
- **LINK:** [Adapting our Mindset in Times of Crisis Self-Care Webinar](#) for Staff & Students (presented on Zoom 3.31 & repeated 4.2.2020)
- **LINK:** [Self-Care Workshop for Leaders/Managers](#) (presented on Zoom March 31, 2020)

April 2020

Five Keys communicated with partners, parents, students and staff throughout the month of April with a combination of online surveys to assess immediate technology needs of all parties, as well as through online training led by department heads to make sure Questions received Answers in a timely manner. The agency continued using direct email to all staff on a weekly basis to keep all informed of the updates involving the developing pandemic with Q&A support to partners and staff by Principals/Managers. The Human Resources department led the charge supporting staff in need of temporary leave to care for family members and the Mental Health Specialists continued their Self-Care campaign for Students and Staff. Feedback surfaced an interest in peer-to-peer coaching around Distance Instruction, so an additional webinar series named 'Teachers Helping Teachers' formed under the facilitation of the Curriculum, Instruction and Assessment team.

- **LINK:** [Adapting our Mindset in Times of Crisis Self-Care Webinar](#) for Staff & Students (presented on Zoom April 2, 2020)
- COVID-19 All-Staff Communication #7 from Steve Good, (emailed April 3, 2020)
- **LINK:** [Distance Learning Technology Needs Survey for Staff](#) (emailed to staff April 3, 2020)
- **LINK:** [Student Technology Needs Survey](#) (emailed to students April 6, 2020)
- **LINK:** [Finding Self Motivation When Working From Home](#) Webinar (presented on Zoom April 7, 2020 & repeated April 9, 2020)

- **Online PD:** Online Enrollment Training for Classified Staff (presented on Zoom, April 8, 2020)
- COVID-19 All-Staff Communication #8 from Steve Good, (emailed April 10, 2020)
- **LINK:** [Distance Learning during COVID-19 FAQ](#) based on 4/10/2020 Union Rep Input (emailed to staff April 13, 2020)
- **LINK:** [Dealing with the Anxiety of Others During a Crisis Self-Care Webinar for Students & Staff](#) (presented on Zoom April 14, 2020)
- Five Keys and United Educators of San Francisco Collaborative Meeting (by Zoom April 14, 2020)
- **LINK:** [Grounding & Self-Soothing in Stressful Times Webinar](#) for Students & Staff (presented on Zoom April 16, 2020)
- COVID-19 All-Staff Communication #9 from Steve Good, (emailed April 17, 2020)
- **Online PD:** [Distance Learning Teacher Guide](#) Q&A (presented on Zoom April 20, 2020)

- **LINK:** [Distance Learning Roles](#)
- **LINK:** [Canvas Course Vetting Overview](#)
- **LINK:** Online Classes Instructional Design Guide

- **LINK:** [Connecting Through the Screen Webinar](#) for Students & Staff (Presented on Zoom April 21, 2020)
- **LINK:** [Accepting the Uncertainties of the New Normal Webinar](#) for Students & Staff (Presented on Zoom April 23, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: How to use the 'Remind' App (Presented on Zoom April 24, 2020)
- COVID-19 All-Staff Communication #10 from Steve Good, (emailed April 24, 2020)
- **LINK:** [Understanding Depression: When to be Concerned Webinar](#) for Students & Staff (Presented on Zoom April 28, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Using Zoom to Create Live E-Learning Classes (Presented on Zoom April 28, 2020)
- FKIH collaborated on a joint statement with UESF to clarify concerns about staff furloughs (emailed to academic staff April 28, 2020)
- **Enrollment Training:** [Student & Teacher Online Enrollment](#) Q&A (April 29, 2020)

- **LINK:** [Alternate Student Enrollment Flowchart](#)

- **Online PD:** Self-Nurturing Practices Webinar for Students & Staff (presented on Zoom April 30, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Preparing for the GED Remotely (Presented on Zoom 4/30/2020)

May 2020

During the Month of May Five Keys continued responding to student stakeholders through technology need requests by Principals and by refining the online enrollment system optimization to give real-time support to prospective students needing assistance. Weekly student contact through tools like the Remind App in the community (and by letter writing with those in-custody) gave valuable feedback to the leadership about how to structure the remainder of the year in a hybrid Distance Learning format. Establishing a more standardized student email formula for all new students helped expedite course engagement in the digital learning environment. This was also the month our eLearning team began a rich series of online PD for leadership, teachers and classified staff (to be discussed later in the report more fully).

- COVID-19 All-Staff Communication #11 from Steve Good, (emailed May 1, 2020)
- **LINK:** [Cultivating Resiliency In Times Of Crisis Self-Care Webinar](#) for Staff & Students (presented on Zoom May 5, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Student Academic Progress in the New Environment (presented on Zoom 5.5.2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Black Boy Poems Online Curriculum (presented on Zoom May 6, 2020)

- **Enrollment Training:** [Student Online Application Tutorial](#) (emailed to academic staff May 7, 2020)
- COVID-19 All-Staff Communication #12 from Steve Good (emailed on Zoom May 8, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Learn to Create Google Sites (presented on Zoom May 8, 2020)
- Five Keys and United Educators of San Francisco Collaborative Meeting (by Zoom May 12, 2020)
- **Online PD:** Coping in a Time of Uncertainty Webinar for Students & Staff (presented on Zoom May 13, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: How to Build and Foster Community in a Virtual Setting (presented on Zoom 5.15.20)
- COVID-19 All-Staff Communication #13 from Steve Good (emailed on Zoom May 15, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Best Practices for Canvas Course Development (presented on Zoom 5.20.2020)
- COVID-19 All-Staff Communication #14 from Steve Good (emailed on Zoom May 22, 2020)

June 2020 (Summer Break began June 15, 2020)

As it became clear that the school year would conclude in a Distance Learning format, the stakeholder feedback leading up to Summer Break for teachers continued through 1:1 Principal/Manager conversations with community partners, as well as phone calls, texts, emails and mail correspondence with students, and ongoing regular meetings with Union Chair Representatives. Superintendent intervention with in-custody partnerships helped the LEA gain access to students in the 2020 Graduation Cohort. In anticipation of abating learning loss during the summer break the Curriculum Instruction and Assessment team prepared a calendar of elective credit-eligible Summer Activities to structure opportunities for engagement until the 2020-21 School Year engaged.

- **Online PD:** Teachers-Helping-Teachers Webinar: Expanding Your Instructional Toolbox with Canvas (presented on Zoom 6.4.2020)
- **LINK:** FKIH negotiated a side letter with the United Educators of San Francisco (UESF) to revise the school calendar and offer additional summer break for those interested (June 4, 2020)
- **Online Enrollment Training:** How to Register and e-sign Online Enrollments (emailed to all Academic Staff June 5, 2020)
- **LINK:** [Joint Statement between Five Keys and UESF regarding 2020-21 Calendar](#) (emailed to staff June 9, 2020)
- COVID-19 All-Staff Communication #15 from Steve Good (emailed on Zoom June 12, 2020)
- COVID-19 All-Staff Communication #16 from Steve Good (emailed on Zoom June 19, 2020)
- **Student Virtual Summer Activity:** Virtual Field Trip to National Gallery of Art in Washington D.C. (by Zoom, June 22, 2020)
- **Student Virtual Summer Activity:** Group Sing-a-Long with Guitar. (by Zoom, June 23, 2020)
- **Online eLearning PD:** [Canvas Training for Principals](#) (presented on Zoom June 23, 2020)
- **Student Virtual Summer Activity:** Poetry Circle (by Zoom, June 24, 2020)
- **Student Virtual Summer Activity:** The Beat Goes On w/ Taiko Drums (by Zoom, June 25, 2020)
- **Student Virtual Summer Activity:** Got Barbecue? (by Zoom, June 30, 2020)
- Five Keys and United Educators of San Francisco Collaborative Meeting (by Zoom June 30, 2020)

July 2020 (Summer Break concluded July 19, 2020)

FKIH maintained open communication with Union Chair Representation for UESF in a series of meetings early in the month to inform the parallel plans to prepare for both in-person and hybrid options for SY 2020-21. The Five Keys COVID-19 Response Coordinator consulted

with local Department of Health medical staff to affirm safety protocols met best practices, and Learning Loss mitigation through the Summer Virtual Activities continued engaging students leading up to the launch of the 2020-21 school year.

- **Student Virtual Summer Activity:** Poetry Circle & Virtual Field Trip to Monterey Bay Aquarium (by Zoom, July 1, 2020)
- **Student Virtual Summer Activity:** History of Skateboarding a.k.a. 'Sidewalk Surfing' (by Zoom July 2, 2020)
- Five Keys and United Educators of San Francisco Collaborative Meeting (by Zoom July 7, 2020)
- **Student Virtual Summer Activity:** Writing and Performing Poetry 101 (by Zoom July 7, 2020)
- **Student Virtual Summer Activity:** Poetry Circle (by Zoom July 8, 2020)
- **Student Virtual Summer Activity:** Drawing Animals and Shapes 101 (by Zoom July 9, 2020)
- **Student Virtual Summer Activity:** Virtual Field Trip, the Dakotas (by Zoom, July 10, 2020)
- **Student Virtual Summer Activity:** Virtual Field trip to Thailand Elephant Sanctuary (by zoom July 14, 2020)
- Five Keys and United Educators of San Francisco Collaborative Meeting (by Zoom July 14, 2020)
- **Student Virtual Summer Activity:** Poetry Circle (by Zoom July 15, 2020)
- **Student Virtual Summer Activity:** Virtual field trip to the Oklahoma Cowboy Heritage Museum (by Zoom, July 16, 2020)
- Principals emailed and called community partners to establish School Year 2020-21 reopening processes (July 13-17, 2020)
- **LINK:** [Staff Telecommuting Policy](#) (emailed to staff July 17, 2020)
- **LINK:** [School Reopening Safety Guide Training](#) (presented to Leaders July 25, to staff prior to reporting in-person to any FK site)
- **Online eLearning PD:** 2020-21 Spotlight on Distance Learning Meeting (presented on Zoom July 20, 2020)
- **Online eLearning PD:** Spotlight Meeting with Tech Leaders (presented on Zoom July 21, 2020)
- **Student Virtual Summer Activity:** Learn to Knit (by Zoom, July 21, 2020)
- **Student Virtual Summer Activity:** Poetry Circle (by Zoom, July 22, 2020)
- **Online eLearning PD:** Canvas Teacher's Roles and Responsibilities (presented on Zoom July 23, 2020)
- **Student Virtual Summer Activity:** Building a Garden in a Small Space (by Zoom, July 23, 2020)
- **Online eLearning PD:** Daily, Weekly and Yearly Goal Setting Within the Canvas (presented on Zoom July 24, 2020)
- **Online eLearning PD:** Tech Leader Meeting (presented on Zoom July 28, 2020)
- **Online PD:** Principal ISP/Site-Based Training (presented on Zoom July 28, 2020)
- **Student Virtual Summer Activity:** Beginning Yoga/Pilates Class (by Zoom, July 28, 2020)
- **Student Virtual Summer Activity:** Poetry Circle (by Zoom, July 29, 2020)
- **Student Virtual Summer Activity:** Meditation (by Zoom, July 30, 2020)

August 2020

Five Keys created a new Remote Enrollment Specialist position to focus solely on the prospective student feedback coming to the school through the online enrollment process, as well as direct any other general inquiries coming through the website for timely resolution by the right Five Keys team member. Teacher feedback about the proposed Distance Learning program shared through the Union Chair Representatives created a new weekly FAQ to save space on the calendar to receive timely resolution or explanation of any hiccups that occur in the implementation of new Distance Learning initiatives. The Summer Virtual Activities concluded as the regular academic year increased in formality as all teachers return from their Summer breaks. Stakeholder communication transitioned to topical announcements

from Senior Leadership as needed from fixed weekly updates as the Distance Learning routine solidified affording more localized stakeholder communication directly between Principals/Program Managers and local staff/students/partners.

- **Online eLearning PD:** Spotlight 2020-21: Distance Learning Roles (presented on Zoom August 3, 2020)
- **Student Virtual Summer Activity:** Create Marshmallow Figures (presented on Zoom August 3, 2020)
- **Student Virtual Summer Activity:** Delicious Donuts (presented on Zoom, August 4, 2020)
- **Online eLearning PD:** The Canvas Teacher's Roles and Responsibilities (presented on Zoom August 5, 2020)
- **LINK:** [FKIH shared updated Virtual Meeting protocol](#) (emailed to staff August 6, 2020)
- **Online eLearning PD:** Spotlight 2020-21: Distance Learning Roles (presented on Zoom August 3, 2020)
- **Online eLearning PD:** The Canvas Teacher's Roles and Responsibilities (presented on Zoom August 5, 2020)
- **Online eLearning PD:** Spotlight 2020-21: Distance Learning Roles (presented on Zoom August 10, 2020)
- **Online eLearning PD:** Tech Leaders/Master Tech Leaders Roles and Responsibilities (presented on Zoom August 11, 2020)
- Five Keys and United Educators of San Francisco Collaborative Meeting (by Zoom August 11, 2020)
- **Online eLearning PD:** The Canvas Teacher's Roles and Responsibilities (presented on Zoom August 12, 2020)
- **Virtual Back to School Night:** Boyle Heights Youth Center students and their parents (by Zoom August 26, 2020)

September 2020

Five Keys hosted a 100% virtual Professional Development. Usually held in person, moving all three days of teacher and classified staff professional development to the Zoom platform allowed the agency to meet cross-regionally. Sharing resources between regions for logistical preparation, content development, session moderation and feedback aggregation provided one of the most holistic agency wide collaborations to date. Without COVID-19 restrictions in place we might not have embraced this opportunity. Relevant training sessions conducted during the September 16-18 event include:

- Anti-Racism in the Classroom presented by UCLA professor Dr. Tonika Orange
- Shifting from Shame to Empowerment: Trauma-Informed Practices in Education with Addison Rose Vincent
- Focusing on Student Contact & Student Engagement during Distance learning
- Distance Learning Technology Tools
- Hybrid Learning Instructional Strategies
- Instructional Scaffolding and Serving Special Populations during Hybrid Learning
- College and Career Indicators on the Canvas LMS
- The Comprehensive Adult Student Assessment System & Virtual Proctoring
- Algebra Instruction Best Practices
- Hybrid Classroom Logistics
- How to Maximize Your Day During Distance Learning
- Gender-Inclusive Communication
- ELD Strategies for All Classrooms
- Google Slides Interactive Lesson Strategies
- Distance Learning Best Practices

- Teaching in Canvas Best Practices with the eLearning Director

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

Option to participate By Phone/Video

- Per the Brown Act, all stakeholders are invited to attend and offer public comment at the bi-monthly public Charter School board meetings. Stakeholders can access the credentials for meetings in the agenda posted on the landing page of Fivekeys.org or in the printed/posted agendas displayed at least 72 hours prior to each meeting at the physical locations where Five Keys has permission to operate during the pandemic. Since the start of the pandemic the following board meetings have occurred:
 - Five Keys Board Meeting (April 14, 2020)
 - Five Keys Board Meeting (June 23, 2020)
 - Five Keys Board Meeting (August 27, 2020)

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

Students (and their parents when they are minors)

- Request for technology access support
- Request for hybrid learning options (curriculum correspondence and also digital learning options)
- Request for Mental Health resources in addition to academic support
- End of course survey for students who complete their first online Canvas module; gathered prior experience in the Learning Management System before coming to Five Keys as well as feedback from the course itself.

Teachers

- Request for distance learning technology and instruction training
- Request transparency in initiative implementation structure
- Survey to collect Professional Development areas of interest

Principals

- Request to leverage in-custody partnerships in new ways to maximize access to students experiencing incarceration
- Request to elevate Teacher-to-Teacher led Distance Instruction training

Administrators

- Need to assess viability of Independence High School sustainability in in-custody locations restricting LEA access

Board Members

- Request for continued transparency in modifications to standard operating procedures

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

Prospective and Current Students (and their parents when discussing minors)

- FKIHI optimized the online enrollment process to continue accepting students in to the FKIHI program throughout the pandemic
- FKIHI developed a technology survey and fulfillment process facilitated by principals to administer Chromebooks as needed
- FKIHI developed safe curbside pickup practices as well as mail correspondence options to compliment digital curriculum access
- FKIHI developed and invited students to a series of Self Care webinars led by in-house Five Keys Mental Health Service Providers who understand the unique challenges common to the Five Keys student experience
- Virtual 'Meet the Principal' for Boyle Heights Youth parents to talk through any concerns

Teachers

- Teachers opted in to [eLearning roles of interest](#) by completing a survey. With stakeholder input we were able to maximize the skills of teachers unable to reach their students in-custody by reallocating them to other teams to digitize existing curriculum, create novel curriculum online and serve as mentors for students experiencing challenges with technology and/or the transition to online learning.
- FKIHI implemented a weekly Distance Learning FAQ webinar so that staff could receive timely feedback about initiatives rolled out.

Principals

- Semi-weekly communication at the start of the pandemic moved to topical meetings as the Distance Learning period continued afforded time for group training of principals on initiatives designed by the in-house The Curriculum, Instruction and Assessment (CIA) team.
- Adaptation in protocol and delivery customized to the specific needs of each principals' partnerships resulted in innovative student engagement through video visits and leveraging relationships with deputized partnerships to deliver instructional communication to students whenever possible.
- FKIHI helped facilitate a 'Teachers Helping Teachers' webinar series to elevate peer skill share between Teachers in different counties
- Implementation of weekly Principal Q&A Form to coach leaders around best practices for Teacher Support in the online learning environment

Administrators

- FKIH assessed a need to expand across the agency to serve students formerly served under Adult School and Charter Schools site-based models; a format better-aligned to the access restriction imposed by Sheriff's Offices and Departments
- Five Keys documented adopted Distance Learning practices in a [Distance Learning Instructional Guide](#) for teachers
- The Safety Team centralized best practices into a logistics-based [Site Reopening Safety Guide](#) geared toward staff but usable by students and community partners as needed.

Board Members

- FKIH continued including all board members on weekly COVID-19 communications.

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.]

Five Keys Independence High has customized and adopted a CDE & CADPH-aligned school reopening safety plan that takes into consideration the unique operations of our LEA. Being that our classrooms are decentralized and oftentimes housed in the building of another parent organization, we are at the mercy of those agencies to grant us access to the 80+ sites across the state of California where we serve students in-person. Without control over our return to these buildings, the way we're encouraging access is through Principal/Program Manager connection each of the decision makers behind those many Memorandums of Understanding. Being able to highlight the regional PPE Distribution centers to stock teacher and principal safety supplies on demand, success serving students in hybrid learning environments to date and confidence in our safety protocols are how we will gain a return to in-person classroom instruction.

FKIH has created a nimble reopening plan that allows individual teachers to reopen classrooms as soon as community partners permit, using outdoor curbside pickup as a way to have minimal in-person contact with students in the interim. Site-specific plexiglass barriers, full sanitation kits, required Physical Distance safety training and mandatory daily safety screenings for all persons entering a Five Keys classroom protects the integrity of the in-person learning environment by prioritizing safety above all. The normalizing of PPE usage by all Five Keys staff is one way we are creating healthy patterns of behavior so that students are permitted to return for physically-distanced in person classroom visits prioritizing academic progress and safety concurrently.

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

Description	Total Funds	Contributing
-------------	-------------	--------------

<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services] We hired an experienced elearning director to support the transition of in-person learning to our new Canvas online platform. Our intent was to embed technology as an opportunity for hybrid learning; however due to the uncertainty of in-person learning this year, we have been able to fully create and developed a-g aligned curriculum that is appropriate for all subgroups. Our Elearning Director is responsible for the overall vision of online learning</p> <p>Hired eLearning Director</p>	[\$ 105k]	[Y/N]
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services] The enrollment process for 5Keys was changed to a fully online platform. Although we still receive some mail in applicants and work with students through Zoom to get the appropriate information, we have increased our fully online enrollment by 90%. In addition, we hired the Student Services and Retention Director to ensure that we are meeting the student engagement of 60% as required by CDE. This role supports all enrollment and counseling services and this team provides 1:1 support to access the best programs and courses for students. In addition, our outreach team is within the supervision of the Director of Student Services and Retention</p> <p>Hired Director of Student Services and Retention</p>	[\$ 105k]	[Y/N]
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services] - The result of COVID has increased the training and technology needs of our students who based on age and demographic often struggle with online learning. In addition, we want to ensure that our teachers have the best possible support in navigating the new platform and learning to teach completely through an online and zoom platform. This role was designed to ensure that teachers who are teaching in Canvas are held to the same standard as all teachers by meeting the demands of reporting, engagement and retention. The Blended Learning Principal support teachers with training and oversight to support students in Canvas</p> <p>Hired Blended Learning Principal</p>	[\$ 120k]	[Y/N]
<p>Online learning is a new approach for many of our students who have had limited access to technology and technology programs such as Google, Zoom and other modes of instruction required as a result of COVID. We found that students were getting discouraged, especially our special needs students in approaching a full online program . This role was created to support the engagement and support of students that we notice are not actively participating and finding the right mode of instruction and support. In addition, this role supports our attendance review and provide updates to principals about retention and engagement in each county</p> <p>Hire Compliance Coordinator</p>	[\$ 100k]	[Y/N]
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services] - Five Keys was awarded a Science and Math grant from the New Teacher Center and California Department of Education. The goal of this grant is to provide teachers interested in pursuing</p>	[\$ 10k]	[Y/N]

<p>credentials in Science and Math, an opportunity to join the 5Keys induction program. The coaches work directly with teachers to support science and math instruction. In addition, they support the review of data for all subgroups to determine placement in our MTSS system .</p> <p>New Math Curriculum and Assessment</p>		
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services] - In 2019, Five Keys adopted the a-g approved Biozone curriculum for science . We chose this curriculum because of its engagement and interactivity to support students who have failed Science in the past to embrace a more innovative approach while also providing online and print copies. Our aim is to Excite, Enrich, Engage and Empower students to succeed in science. These are the fundamentals of our pedagogical approach. THis program creates unique cutting edge learning resources that are highly visual, provide compelling solutions, and create an exceptional learning experience. They often provide fascinating case studies and present real data from actual scientific investigations.</p> <p>Renewed Biozone Curriculum</p>	[\$ 3.5k]	[Y/N]
<p>Five Keys provides online and print copies of our foreign language licenses This year as a result of COVID, we were required to increase our licenses to accommodate for more students taking the course online</p> <p>Purchased Foreign Language Licenses</p>	[\$ 4,500]	[Y/N]
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services] - Five Keys has many students that are in custody and we serve adults that have limited access to technology and wifi. As a result of COVID, we purchased laptops and hotspots for any student in need of technology to complete their coursework. The chromebook are provided to students and they are allowed to participate in an orientation course online with teachers to ensure their acclimation to this new form of learning. In addition, we have included the anticipated costs for increasing chromebooks purchased due to the state’s new requirement for CAASPP through distance learning this year.</p> <p>Purchased Chromebooks</p>	[\$ 500k]	[Y/N]
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services] Many of our students have embraced technology and are making significant progress in unit completion toward graduation. However, because of the age span of our students, several of our older students have been challenged with technology . As a result , we have seen an increase in our mailing of our printed curriculum along with an increase in the amount of curriculum that is being mailed to the jails . Lack of access to in person learning has significantly increased the postage as compared to other year.</p> <p>Postage and printing for Curriculum Correspondence with Students</p>	[\$ 75k]	[Y/N]

<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services] Currently over 60 % of our students are taking courses in our Canvas Learning Management system platform. We have also increased in our online enrollment . We have noticed that our adult population has indicated that having a 24/7 platform has been easier than going into to our sites daily. We anticipate that this number will increase as the pandemic continues to limit our access to sites that we have been serving during COVID</p> <p>Canvas Learning Management System Digital Licenses</p>	<p>[\$ 40k]</p>	<p>[Y/N]</p>
---	-----------------	--------------

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.]

One silver lining to being an independent study LEA is that we already had a successful model for asynchronous learning preceding the COVID-19 closure. Teachers were already able to assign CCSS-aligned units to students via paper curriculum correspondence to keep their educational plan in motion, and now the resources dedicated to digitizing curriculum onto the Canvas Learning Management Platform enhances the ability for teachers to offer more interactive and timely feedback than is otherwise available in weekly classroom meetings.

Focusing on the back-end collaboration on student engagement analytics between in-person teachers of record and online Canvas teachers is one key way FKIH will ensure a fluid transition between students who may wish to continue with some online learning even after the option for in-person instruction resumes. It is a commonality at Five Keys Independence High that students are working parallel in a few content areas, and as long as teachers continue seeing students through to completion in the individual courses of enrollment, the shift between instruction being virtual or in-person should be logistical only in where the student reports to school.

Our student demographic consists of many young parents who have children of their own in school or perhaps work during the day, so the increase in asynchronous digital instruction has actually served to *support* rather than detract from the educational engagement in our student body.

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.]

The Five Keys Charter School board continues prioritizing approval of funds for student technology whenever possible. While supply chain difficulties in Chromebook sourcing is limiting the ability to provide every student with a school-provided device, many of our community

students are able to access the Canvas LMS successfully using the mobile app on their personal phones or tablets. As Five Keys Independence High has an open enrollment model, there are prospective students receiving resources primarily in the form of a newly-developed Online Enrollment Team support that requires additional resources that may not make it all the way through the enrollment process.

Five Keys intends to continue with the standard Technology Needs Assessment survey for all students when they enroll so that we can make sure those in need of internet access or devices for Distance Learning are provided materials in as timely a fashion as possible.

Our in-custody challenge - Five Keys operates in 17 different county jails across California. Each county Sheriff's department was required to adhere to the County Department of Health regulations and leaders of their counties as it related to access to our students. As concern over COVID-19 exposure increased, jails revoked access for Five Keys staff not only to keep our staff safe but to prevent any asymptomatic transmission to the jail population from community providers like us. Although we were able to mail and deliver some curriculum to our students once safety protocols got approved by Command staff, as the pandemic progressed, we lost access to a significant number of students in custody as jails released some of our students and reorganized others to pods in the jail that Five Keys does not have permission to serve. With full reliance on our in-custody staff partners to provide the essential link in our curriculum correspondence chain, we have experienced a drop in student access, resulting in a parallel drop in student enrollment. We continue offering proposals to Sheriff's Offices to purchase smart boards so that students can receive digital instruction from an off-site teacher, or tablet access with promise to upload pre-recorded instruction, but the jails have either not had capacity to review suggested program adaptations or have denied requests submitted.

Currently , we are operating in 9 of our 17 jails through curriculum correspondence with permission to see students in small in-person only at one county jail in San Francisco.

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.]

Assessing Pupil Progress

Five Keys understand that during this unprecedented time, education for adults may seem like an overwhelming activity with all of their new responsibilities. To that end, we are committed to take into consideration any support that a student may need.

Five Keys will not penalize students who are unable to fully participate but we have found that our asynchronous learning approach has increased the number of students enrolling and participating in online classes.

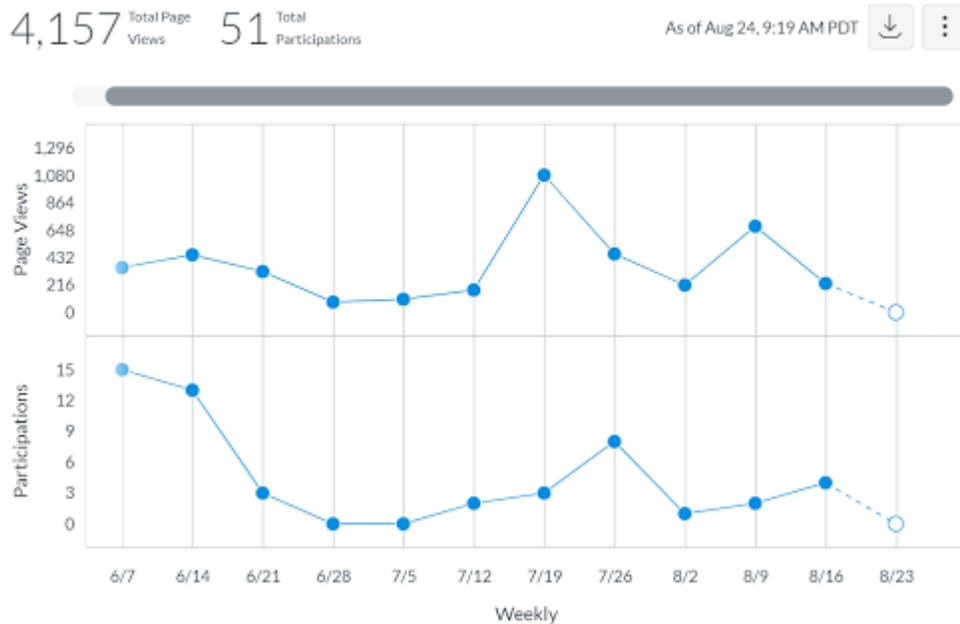
Measuring Participation and Time Value of Pupil Work

Teachers are encouraged to track student daily progress. For students who are falling behind or not making successful progress, we have initiated an intervention team that will provide 1:1 resources and individualized support to ensure they are matriculated with confidence through our program. This includes the implementation of I-Ready and CASAS as a measure of student learning.

Students who are absent or disengaged for more than 30% of the school week, will be referred to our re-engagement team to support their continued participation.

Despite the challenges of distance learning, teachers will still monitor student learning and check for understanding throughout the learning process. Our administrators are also assigned to our learning platform as observers to add another layer of engagement and accountability to learning model.

SAMPLE: Individual Student Analytics Report (sent weekly to collaborative teacher of record by the online instructor)



Teachers will monitor student access and assignment completion through our work progress reports on a regular basis. Students in Canvas will have their progress monitored through the Canvas analytics reports. In addition, teachers are tracking the form of engagement that each student is experiencing in a week.

- **SAMPLE:** Engagement Tracker for students participating in online courses through the Canvas LMS

	A	B	C	D	E	F	G	H
1		Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Notes/Reflections	
2	Date							
3	Suzie Student							
4	Johnny Scholar							
5								
6								
7								
8								

- **SAMPLE:** Engagement Tracker for students completing learning offline from the Canvas LMS

	A	B	C	D	E	F	G	H
1		Monday	Tuesday	Wednesday	Thursday	Friday	Weekly Notes/Reflections	
2	Date							
3	Suzie Scholar		7. Did not participate	7. Did not participate	7. Did not participate	8. Moved to inactive sheet		
4								
5								
6								
7								
8								
9								
10								

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.]

Five Keys made a significant investment in Professional Development at all levels of the agency. Coordinators and Directors learned took Quality Matters Online PD Courses, interpreting industry standards into best practices for the Five Keys community. The in-house Distance and eLearning trainings for teachers helped to make sure that our unique adult learning needs were not neglected in the transition to hybrid learning.

- **LINK:** [Distance Learning during COVID-19 FAQ](#) based on 4/10/2020 Union Rep Input (emailed to staff April 13, 2020)
- **Online PD:** [Distance Learning Teacher Guide](#) Q&A (presented on Zoom April 20, 2020)
 - **LINK:** [Distance Learning Roles](#)
 - **LINK:** [Canvas Course Vetting Overview](#)
 - **LINK:** Online Classes Instructional Design Guide
- **Online PD:** Teachers-Helping-Teachers Webinar: How to use the 'Remind' App (Presented on Zoom April 24, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Using Zoom to Create Live E-Learning Classes (Presented on Zoom April 28, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Student Academic Progress in the New Environment (presented on Zoom 5.5.2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Black Boy Poems Online Curriculum (presented on Zoom May 6, 2020)
- **Online eLearning PD:** Canvas Roles and Responsibilities Overview (presented on Zoom May 7, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Learn to Create Google Sites (presented on Zoom May 8, 2020)
- **Online eLearning PD:** Distance Learning Partnerships (presented on Zoom May 14, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: How to Build and Foster Community in a Virtual Setting (presented on Zoom 5.15.20)
- **Online PD:** Teachers-Helping-Teachers Webinar: Best Practices for Canvas Course Development (presented on Zoom 5.20.2020)
- **Online eLearning PD:** What Does Student Engagement Look Like in Canvas? (presented on Zoom May 21, 2020)
- **Online PD:** Teachers-Helping-Teachers Webinar: Expanding Your Instructional Toolbox with Canvas (presented on Zoom 6.4.2020)
- **Online eLearning PD:** [Canvas Training for Principals](#) (presented on Zoom June 23, 2020)
- **LINK:** [School Reopening Safety Guide Training](#) (presented to Leaders July 25, to staff prior to reporting in-person to any FK site)
- **Online eLearning PD:** 2020-21 Spotlight on Distance Learning Meeting (presented on Zoom July 20, 2020)
- **Online eLearning PD:** Spotlight Meeting with Tech Leaders (presented on Zoom July 21, 2020)
- **Online eLearning PD:** Canvas Teacher's Roles and Responsibilities (presented on Zoom July 23, 2020)
- **Online eLearning PD:** Daily, Weekly and Yearly Goal Setting Within the Canvas (presented on Zoom July 24, 2020)
- **Online eLearning PD:** Tech Leader Meeting (presented on Zoom July 28, 2020)
- **Online eLearning PD:** Spotlight 2020-21: Distance Learning Roles (presented on Zoom August 3, 2020)
- **Online eLearning PD:** The Canvas Teacher's Roles and Responsibilities (presented on Zoom August 5, 2020)
- **LINK:** [FKIH shared updated Virtual Meeting protocol](#) (emailed to staff August 6, 2020)
- **Online eLearning PD:** Spotlight 2020-21: Distance Learning Roles (presented on Zoom August 3, 2020)

- **Online eLearning PD:** The Canvas Teacher's Roles and Responsibilities (presented on Zoom August 5, 2020)
- **Online eLearning PD:** Spotlight 2020-21: Distance Learning Roles (presented on Zoom August 10, 2020)
- **Online eLearning PD:** Tech Leaders/Master Tech Leaders Roles and Responsibilities (presented on Zoom August 11, 2020)
- **Online eLearning PD:** The Canvas Teacher's Roles and Responsibilities (presented on Zoom August 12, 2020)

Staff Roles and Responsibilities

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

Director of eLearning

As stated earlier, the Director of eLearning brought on January 2020 had an original 2-year plan to get Five Keys up and running fully on a digital Learning Management System. The abrupt onset of Distance Learning in response to the CA Safer at Home order mid-March accelerated that timeline exponentially, forcing implementation to occur much more rapidly than originally anticipated. Integration with the Student Information System (OASIS) and process adoption for online and offline teacher communication solidified in real-time through a courageous amount of collaboration and hard work.

Remote Enrollment Specialist

As the Five Keys Online presence developed an opportunity to refine prospective student engagement clarified a need for a dedicated Remote Enrollment Specialist. Part customer service and part IT sleuth, this person exists to smooth over any difficulties students encounter due to browser settings or academic anxiety.

Director of Student Services and Retention

Five Keys hired a full-time Director of Student Services and Retention to streamline the processes between our geographically diffuse district office locations in pursuit of more nimble response to the many changing requirements from the California Department of Education, especially as it relates to retention of subgroup populations most impacted by the abrupt change to distance learning during COVID-19. With a foundational background in CALPADS, the Director of Student Services and Retention along with her team serve as a dedicated and responsible hub to the students we serve now via distance learning.

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.]

At the beginning of school closure, every student with an IEP was provided with a Prior Written Notice explaining the changes in service delivery to 100% virtual related services during school closure.

A technology needs assessment was conducted immediately and our dept ordered chromebooks and mifis for students who could not access the general education curriculum of Special Education services. We disseminated technology following safety guidelines from the state. Our technology staff and teachers deployed devices to families who did not have them. We wanted to make sure we supported these students and decided to offer additional ways of supporting students by transcribing much of our curriculum to a Google platform which seems easier to access for this subgroup.

Special education students will be provided instruction, feedback and support based on their IEP goals and objectives. Our SPED team members have had success continuing to support the individualized needs outlined in their plans. Routine progress monitoring was in place during the school closure. All SAI and related services were delivered virtually by zoom or by phone. In custody students were provided their accommodations within the paper curriculum, while mental wellness mini units and transition mini units were also available while in person instruction was not available. In addition, teachers and service providers offered mental wellness groups and curriculum to students to help deal with changes in their daily personal and school routines.

- **LINK:** [Distance Learning for English Learners](#) (presented on Zoom April 8, 2020 & [FAQ follow-up by email](#) to all academic staff)

Teachers became creative and began offering meet up groups and direct instruction courses via zoom. Workshops to introduce students to zoom functions were also created to build student skill level. Records Reviews were offered in lieu of triennial assessment to maintain compliance. IEP meetings continued and progress reports were continuously distributed.

To accommodate the challenge of distance learning experienced by students with unique learning differences, Five Keys designed an online course that is taught in a synchronous manner. General Education content area experts and Special Education teachers collaborate in these courses to support students along their educational journey.

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

Description	Total Funds	Contributing
Quality Matters Professional Development: Active Learning: 3-2-1 Engage! Online Course <ul style="list-style-type: none"> ● completed by Lara Abou Sakher, Distance Learning Principal 	[\$ 150.00]	[Y/N]
Quality Matters Professional Development: Flip the Switch: Motivate Learners with Course Tools and Tech (K-12 FSML) Online Course <ul style="list-style-type: none"> ● completed by Caitlin Ferguson, Assistant Director of Curriculum and Instruction 	[\$ 150.00]	[Y/N]
Quality Matters Professional Development: K-12 Online Course Design Online Course <ul style="list-style-type: none"> ● completed by Jennifer Poynter-Thompson, eLearning Director 	[\$225.00]	[Y/N]
Quality Matters Professional Development: Instructional Materials: Investigating What Works (K-12 IMWW) <ul style="list-style-type: none"> ● completed by Chaska Conrow 	[\$150.00]	[Y/N]
Quality Matters Professional Development: K-12 Introduction to Teaching Online (K-12 TOL) Online Course <ul style="list-style-type: none"> ● completed by Kelley Alley, Assistant Superintendent of Southern California 	[\$200.00]	[Y/N]

Quality Matters Professional Development: Objectives and Alignment: The Framework for Student Success (K-12 OAFSS) Online Course <ul style="list-style-type: none"> completed by Gaby Farias, Director of Instruction 	[\$150.00]	[Y/N]
--	------------	-------

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.]

Five Keys Independence High seeks to provide students academic and elective opportunities for engagement during school intercessions to discourage learning loss. Most recently, the school organized a 7-week Virtual Summer Activity calendar that students *and their families* could attend together. Academic work such as poetry circles alongside Social Science virtual field trips to different museums around the world are ways to keep students learning as authentically as possible in the digital landscape. A robust campaign led by teachers for regular school year engagement with students is another way FKIH will keep real-time data to allow for instructional adaptation in the event learning loss trends develop.

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.]

Math Support

Five Keys hired a math coach prior to the COVID-19 school closure to develop a curriculum to meet the needs of all our learners and launched a series of math instructional training for our teaching staff. The timing of the at-home orders encouraged these resources to naturally support the shift to Distance Learning, and currently, we offer CCSS-aligned Introduction to Algebra, Equations, Inequalities, Introduction to Functions, and Linear Equations, Systems of Equations and Inequalities, Exponents and Exponential Functions, Polynomials and Factoring, Quadratic Functions, and Radical Functions in a printable format. We also offer a Pearson enVision Algebra 1 course in the Canvas LMS to help students look at math in new ways with engaging, relevant and adaptive content. Having cutting edge curriculum as well as an in-house Math Coach for staff creates instructional bandwidth previously unavailable.

English Language Development

English Language Learner’s needs are being addressed in multiple ways. Various curriculum initiatives have been implemented to digitize existing ELD materials, as well as to add new curriculum options to increase student accessibility to core content. This includes a digitization project for ELD integrated materials from the Expository Reading and Writing Curriculum, produced by the CSU. In addition to curricular adjustments, instructors are providing zoom instructional hours with ELD strategies integrated into class time.

Literacy Support

Five Keys designated Regional Literacy Intervention Coordinators for the first time this school year to offer Tier-1 and Tier-2 MTSS support for students with literacy levels testing GE 5.0 and below. Through 1:1 coaching of both general education teachers and students themselves, Five Keys sees great opportunity to connect with students in coaching through video conferencing platforms like Zoom when in times past the barrier of large geographic distance between classrooms has impeded meaningful intervention schedules.

Students With Exceptionalities

The Special Education Team will continue offering all previous services prior to the COVID-19 school closure. As with the initiative in Literacy Intervention, the normalizing of video meetings for Specialized Academic Instruction has prioritized time resources in the department to student intervention when it formerly had to include logistical time for driving between sites.

While students in-custody remain inaccessible to the Special Education department by video conferencing, the department has been able to reallocate time formerly spent driving between community sites to create printed materials able to be distributed by in-custody partners. The goal is to increase Specialized Academic Instruction time with a goal of in-person instruction once again as soon as the agency received permission to serve students in-custody.

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.]

FKIH plans to assess learning gains and prevent learning loss by proctoring the Comprehensive Adult Student Assessment System (CASAS) remotely or in-person if possible for all students and post-testing at regular intervals to assess gain. The current schedule plans to test ELA and Math skills for students in phases. Teachers unable to engage with their roster of in-custody students have been reallocated to the Assessment Team temporarily to support the assessment initiative:

- **Phase 1: (prior to September 1)** All new students, previously-enrolled students with no TABE scores, students needing a scale score/GE to qualify for a High School Equivalency Test voucher
- **Phase 2: (to begin September 1)** All other students not yet assessed

The English Language Proficiency Assessment (ELPAC) will be proctored for all students who report anything other than English being their primary language. Teachers unable to engage with their roster of in-custody students have been reallocated to the Assessment Team temporarily to support the assessment initiative.

The CASAS and ELPAC assessments, in conjunction with student unit completion will inform FKIH of academic progress outcomes.

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

Description	Total Funds	Contributing
Hired COVID-19 Response Coordinator, Amy Roth <ul style="list-style-type: none"> • Development of Five Keys Safe Reopening Guidelines • 24/7 On-Call Contact Tracing Services • Implementation and Ongoing Inventory Maintenance of School-Purchased PPE and Safety Supplies 	[\$14,250.00]	[Y/N]
Personal Protective Equipment <ul style="list-style-type: none"> • Equipment costs not covered by FEMA funding 	[\$ 5400]	[Y/N]
Site Deep Cleaning Costs when related to COVID-19 exposure	[\$4000]	[Y/N]

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.]

Five Keys is committed to keep our students at the center of all that we do. Maintaining relationships helps us ensure that we are providing strategies on dealing with COVID-19 as an adult learner as it allows us real-time feedback about any struggles our students are experiencing at home.

Five Keys Independence High School will continue prioritizing the Social and Emotional Well-Being of pupils and staff during the 2020-21 School Year by:

- elevating the catalog of self-care webinars facilitated earlier in pandemic (see timeline of historical trainings above)
- making sure messaging from the Leadership includes access to wellness resources provided by the LEA through the Employee Assistance Program (for staff)
- connecting students to Mental Health Services Providers as needed
- continuing to network our students to the community partners that host many of our programs.

Nurturing and protecting the safety net for the communities around our students will be paramount to giving students the capacity in their schedule to focus on academics alongside all of their pre-existing priorities.

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.]

Five Keys Independence High standardized a process so that Independent Study teachers during the 2020-21 school year connect with their students at a minimum, twice per week. Methods of contact may include text/talk via phone, Google, Zoom and other forms of virtual communication. Several teachers adopted the Remind app which provides a platform for texting and messaging. Teachers are expected to create learning plans for students and also gather small groups of students to provide additional support outside of the regularly scheduled 1:1 contact. Attendance for these meetings were documented and is captured in the Five Keys SIS system (OASIS) to account for attendance and monitor attrition. In addition, we have staff on special assignment during the Distance Learning period to perform student outreach to anyone with 3+ days of academic latency, a compliment to a cross-platform social media campaign to recruit new students to the school who may be best served by our Independent Study program.

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.]

Due to the unique nature of relationships with county jails, Five Keys Independence High students experiencing incarceration are provided all meals by the supervising Sheriff’s Office/Department. For students who are not incarcerated, Five Keys Independence High School is committed to providing grab and go meals at curbside pickup locations. As individual appointments are made between teachers and students for these pickups, meals are served upon request at no cost to the student.

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

Section	Description	Total Funds	Contributing
IC3	Microsoft and tech readiness certification	[\$3,400]	[Y/N]
Pharma-Tech	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$14,000]	[Y/N]
Xerox-- Print Shoppe Certification	Copy Machine; curriculum; computers; Adobe Creative Suite licenses; teacher salary with benefits	[\$200k]	[Y/N]

Google Certification	Course access free, \$37 certification exam for each graduate of the program.	[\$ 5,000]	[Y/N]
Internet Access & MiFi devices for digital learning	School to subsidize the cost of student internet access when free internet is not available/suitable for school.	[\$25k]	[Y/N]
Xerox Machine & Maintenance	Invested in an additional machine to help fulfill the increase in paper curriculum demand.	[\$100k]	[Y/N]
Per Page Curriculum Copying Costs	Increased copying resulting from inability to do direct instruction inside of county jail locations.	[\$150k]	[Y/N]
Mileage for delivery of Curriculum	Teachers driving to non-standard classroom locations for socially-distanced curbside curriculum exchange for students unable to take public transit to their usual in-person classroom	[\$1,500]	[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
	Five Keys serves students who have been disconnected from the traditional setting. As a result, our students hold at least 1 subgroup status. Therefore all measure to increase and improve services are intended to impact all students
% 50 of students required a chromebook or hotspot	As a result of COVID, we have increased services in staff as outlined by our hiring structure above as well as provided an opportunity for all students who need technology hardware or software
64% of our students are taking classes on our Canvas LMS system	This has increased our cost for licensing of our curriculum and per student license for access to the platform

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.]

Five Keys Independence High pairs students involved in the Foster Care system to teachers and programs with wraparound services that help ensure the success of students in their unique environment. FKIH has a higher standard of communication between teachers and

administration to ensure uninterrupted student engagement. Available technology got prioritized to students opting for digital learning. Surveying all students afforded FKIHK the opportunity to protect limited resources in favor of serving students in the foster system.

For students with transportation issues the curriculum mailing process centered around serving those students who were unable to participate in curbside pickup due to lack of access to safe public transportation.

For EL students, professional development at the teacher and leadership level gave coaching around specific hybrid learning opportunities adapted to the specific needs of this subgroup. Scaffolding learning strategies for this subgroup is essential as the abrupt shift to distance learning revealed a lack of digital curriculum accessible to students who are not native English speakers.

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

This year we are putting emphasis on the implementation and monitoring of evidence-based interventions based on the in-depth needs assessments and analyses of resource inequities conducted this past school year. For example, during the 2019-20 School Year FKIHK purchased specific online curricula (including Lexia and Plato), that increased student access to high-quality rigorous, A-G aligned curriculum. In 2020-21 FKIHK is adopting more CCSS-aligned assessment tools including the Pearson Math program, iReady and TABE 11/12 to complement the CASAS work being done to help promote real-time progress tracking in language development for English learners and special education students.

All actions and service are aligned with Five Keys' mission: through the use of social and restorative justice principles, Five Keys provides traditionally underserved communities the opportunity to improve their lives through a focus on the Five Keys: EDUCATION, EMPLOYMENT, RECOVERY, FAMILY, and COMMUNITY.