

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Five Keys Independence High	Steve Good, Executive Director	steveg@fivekeys.org , 415.652.9130	June 23, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

Five Keys Independence High (FKIH) has offered three distance learning models for existing and prospective students interested in High School Diploma work during the COVID-19 emergency during a time where instruction is not permitted in person. These changes are a sharp contrast to typical face-to-face small group instruction and individual direct instruction during the typical Independent Study program.

1. FKIH has implemented Canvas as a fully online distance learning model, providing supplemental Chromebooks for students who do not have a tablet or phone already at home to use. FKIH has provided a ‘menu’ of internet accessibility resources for students to use during this time to allow access to this online model.
2. FKIH has digitized its existing curriculum into both fillable .pdf and GoogleDoc options so that students who need courses that perhaps are not yet built in the Canvas platform (or who are not interested in Canvas) can continue work uninterrupted from home.
3. FKIH has systematized curriculum correspondence by mail/social distance delivery including quarantine protocol for paper on both ends of the shipping and grading process to allow written correspondence for students who may be incarcerated or are unable to take part in distance learning online.

The major impact to students, families *and teachers* center around availability for instruction and learning amidst the new challenges of balancing home childcare among existing work schedules and school. More fluidity in teacher (and student) availability temporarily stunted student progress as learners adapted to this new routine. Scaffolding outreach to students by text, or written in personalized letters for students without phone access, has helped re-engage students who paused their learning at the start of the emergency.

NOTE: Five Keys has not been able to provide the in-person Specialized Academic Instruction it usually offers students receiving Special Education Services due to the inability to physically gather, but teachers have been meeting with students through Zoom conferencing and

telephone. IEP meetings, transition meetings, and counseling services are also still occurring. Additionally, new mental wellness curricula was created to assist students during this time of social distancing.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Five Keys Independence High has polished it's Multi-Tiered System of Support (MTSS) during the COVID-19 emergency supporting all students, affording English learners, foster youth and low-income students intervention access and technology at a time where support is most essential.

- Providing \$30k in Chromebooks to students across Northern and Southern California allows those who are English learners to benefit from ready-to-use speech to text plugins in Google Chrome, scaffolding language support even more readily in our digitized curriculum than was previously available when interfacing with the same lessons in printed packet form. Additionally, with our new online platform, Canvas, students receive intensive ELL support.
- Adopting the iReady assessment tool serves English learners well as it is adaptive while students test their progress and can respond more fluidly than a printed assessment to articulate student language fluency even without the physical presence of an assessment coordinator on site.
- Similarly, consolidating resource lists for access to utility assistance, free food, housing and employment support as well as COVID-19 health resources has given foster youth comprehensive support to prioritize safety and health alongside their education instead of having to pause their studies in order to search out emergency resources themselves.
- Pointing students with limited data plans on their phones to Spectrum's internet access plan has been a crucial lifeline for students who are needing reliable, affordable internet in order to maintain their engagement in academics at FKIH.
- Where students are incarcerated the school is exploring opportunities to serve students remotely via pre-recorded lessons that can be played on the TVs in dorm day rooms, seeking to connect digitally to students perhaps through tablets or smart boards as the wi-fi capacity is expanded around county jails for visitation (example: Alameda County's Santa Rita Jail and San Francisco County Jails)

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Five Keys Independence High has surveyed and supported teachers in the transition to Distance Learning through a robust and ongoing calendar of professional developments both from a Curriculum/Instruction lens as well as Mental Health/Wellness lens. Providing fertile, topical learning environments for teachers to opt into as they wish (or to review as a recording at a later date) has brought targeted training opportunities to audiences who have widely varying skill sets and strengths. Modeling quality distance learning for teachers through these professional developments has allowed FKIH the chance to solidify its internal processes and technology needs while providing quality distance learning opportunities for students, so they can continue to progress successfully during the COVID-19 emergency.

- Teachers Helping Teachers is a (semi-) weekly webinar series where different Five Keys teachers present bright spots in their distance learning experience to their peers. Crowdsourcing internal professional development ensures that suggestions are relevant to our student demographic including being targeted to the specifics of adult learners. Some topics have been:

- *How to Host a Live Zoom Class*
- *How to Get Students to Progress Academically in the Distance Learning Environment*
- *How to Build and Foster Community in a Virtual Setting*

- Self-Care Workshops for staff led by the same Mental Health Service Providers that serve students through the Special Education department compliment the academic professional developments by providing the scaffolding teachers need to be successful themselves while articulating mini-lessons teachers can pass along to their students. A few self care workshops include:

- *Grounding and Self-Soothing*
- *Understanding Depression: When to be Concerned*
- *Cultivating Resilience in Times of Crisis*

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Five Keys Independence High operates both inside county jails across California, and in partnership with community-based organizations that often partner in providing resources to students who are primarily adult learners ages 18+. For that reason we have not created a universal food delivery service to all families, rather, have targeted resource lists highlighting opportunities for social services that the community students who are not incarcerated can access in their different neighborhoods since student needs vary so widely across our school.

First: Any student regardless of age is encouraged to reach out with specific needs and questions via email to info@fivekeys.org and the agency is committed to targeting resources to students as needed including using food delivery services or partnership with community-based organizations that can support the needs of our population while prioritizing safe physical distancing.

Next:

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

As noted above, Five Keys Independence High serves predominately adult learners, some of whom are incarcerated. With the small contingency of youth who do attend FKI, the agency tends to concentrate youth onto a few teachers' rosters at sites such as Boyle Heights

Youth Technology Center in Southern California and the JobTrain and Bayview YMCA sites in Northern California. Some unique support methods employed to assure engagement of youth during the physical distancing stay-at-home order include:

- In addition to the standard Master Independent Study Agreement, the youth are expected to opt into the Canvas Learning Management system for distance learning as it affords principals and teachers the transparency necessary to track student engagement in real-time.
 - Canvas allows teachers and principals to see when their students are active and which material might be causing a student to stall out progressing through their classes. Expectation for daily engagement alongside built in features like discussion boards and course groups allow teachers to do breakout sessions to differentiate instruction to learners offering enrichment or scaffolding as part of the online learning process whether by message or during a class webinar.
- On May 6th our Boyle Heights Youth Technology Center principal held a virtual town hall with parents to explain how they can access their student's online learning account to teach them where to find their student's coursework and monitor their.
 - Five Keys Resource Guides for both Northern and Southern California direct parents to utility access like free internet for students through Spectrum, as well as pointing parents and guardians to neighborhood relief for food and health access.
- Teachers schedule appointments with youth and their parents to have online learning sessions by zoom, integrating additional reminders through technology like the 'Remind' app, so that all parties are receiving timely and transparent communication. Principals support teachers with socially-distant technology distribution of Five Keys chromebooks and help troubleshoot questions about Five Keys classroom Gmail accounts or registration inquiries so that youth have what they need to participate in school daily.