

COVID-19 Operations Written Report

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone | Date of Adoption |
|-------------------------------------|--------------------------------|--|------------------|
| Five Keys Charter School | 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 Charter School (FKCS) operates primarily inside county jails. FKCS jail access was limited as soon as the shelter in place order became effective, so the school has had to rely on the support of jail personnel to facilitate paper curriculum correspondence between students and teachers throughout the emergency. Whereas FKCS usually has two multi-hour periods of group instruction 5 days per week, the reactive change to independent study by correspondence for students impacted our access to some of our students as a result of their classification status and thereby disrupting the usual momentum on the path to graduation. We were able to incorporate some forms of technology through video visiting and curriculum dropout to students. In several of our jails, we purchased technology to zoom in to some of the student housing units and provide instruction

- Five Keys would prefer daily academic presence in the routine of its students, but it has had to compromise amidst the reality that jail access can compromise the health of the in custody population. The teachers have been providing engaging assignments and continue to communicate through mail and video conferencing where available.
- The curriculum distribution process (to be explained later) prioritizes safety for parties involved, unfortunately lengthening the feedback loop between teacher and student. The reduction in support affects student motivation not to mention slowing student access to curriculum.
- Five Keys is exploring options to access students via the wi-fi connections recently made available for video visitation by tablet. As of mid-May 2020, FKCS has not been given this access but continues to explore options with the SF Sheriff’s Department.

NOTE: Five Keys has not been able to provide the in-person Specialized Academic Instruction it usually offers students receiving Special Education Services who are in-custody. Rather, it has had to rely on pausing services or offering only printed intervention that may not be entirely accessible depending on a student’s academic level. In several of our jails, we have been able to conduct video support for our students.

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

English Learners

Five Keys Charter School (FKCS) academic program provides inclusive instruction for students who are classified as English Language Learners. In areas where technology or curriculum delivery is available, students are receiving targeted EL instruction and support through video conferencing and mail correspondence.

Foster Youth

Five Keys Charter School serves adults exclusively, so while it does not accommodate foster youth in any specific way, it receives many students who experienced being part of the foster system during childhood. Using Restorative Practices as the foundation for classroom communication brings a trauma-informed approach to the experiences students may have involving their experience in the foster system.

Low-Income Students

FKCS serves many students in-custody who might self-report as low-income. However, operating inside the county jail places the Sheriff's Department in the providers role for nutrition, transportation, housing and access to healthcare. Five Keys Charter School instead places its effort on partnering students with grant-funded case management outside the school to help align reentry services that will help support students with access to shelter, nutrition and healthcare to prime students to have the capacity to continue school upon release. Five Keys Charter School continues partnering with the grant-funded non-profit branch during the COVID-19 emergency to provide information to the many inmates being released so that they can know how to find Five Keys Independence High if desired upon release.

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

Five Keys Charter School 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 FKCS the chance to solidify its internal processes and technology needs while providing quality distance learning opportunities for students, in anticipation that FKCS may have the opportunity to connect with students via the tablets present inside the county jails, or perhaps over video visits in the months to come.

- 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:

- *Navigating the Distance Learning Journey*
- *How to Get Students to Progress Academically in the Distance Learning Environment*
- *Community Connections in a Time of Isolation*

- 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.

FKCS does not provide meals to its students because of its unique placement inside the county jail. Social Distancing and safety has been central, however, to the exchange of curriculum with the Rehabilitation Support Services Coordinators.

Social Distancing Plan

The agreement Five Keys Charter School has for curriculum distribution is to provide batches of printed curriculum to a Sheriff's Department office a few blocks away from the jail ahead of time so that it can sit and quarantine prior to being picked up by the sheriff department personnel and in some instances, Five Keys staff have been able to support students who are close to graduation through correspondence learning . When possible (ideally weekly) student work is collected and brought the few blocks back to the Sheriff's Department office to quarantine again before being graded by Five Keys.

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 Charter School operates inside the county jail, deferring to the Sheriff's Department for supervision of students for supervision. As a guest of the Sheriff's Department our challenge during the COVID-19 emergency has been *losing our direct access to students*, complicating student engagement significantly.

Communicating with the Sheriff's Department various members and non-sworn staff has required collaboration and patience in order to align the priorities and resources available to support the high school education programming. Five Keys principals, superintendents and even our

Executive Director have been in weekly contact with various levels of the Sheriff's Department to adjust to the safety and scheduling restrictions presented during the COVID-19 emergency.

California Department of Education
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