



Learning Continuity and Attendance Plan (2020–21)

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

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

Keyes to Learning Charter School (KTL) is a K-12 independent study, nonclassroom-based charter school sponsored by Keyes Union School District (KUSD). Nonclassroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, nonclassroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new distance-learning requirements do not apply to nonclassroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A nonclassroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. However, Senate Bill (SB) 98 does require that a nonclassroom-based charter school adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

KTL adopted KUSD's Remote/Distance Learning Plan and posted it on KTL's website. The plan provided for a robust and engaging, blended learning education for all KTL students. The goal of distance learning is to continue with teacher instruction and student learning during this unprecedented pandemic environment. In anticipation of the statewide school closures, KTL teachers prepared for remote learning the first two weeks of March. On March 15, 2020, KUSD announced to its stakeholders that schools would transition to remote/distance learning on March 19, 2020. The adopted plan set forth a blended remote learning experience for all Transitional Kindergarten through twelfth grade children in our charter program. KTL's educational programs already utilized aspects of distance learning that included a strong parent involvement component so KTL easily transitioned into full distance learning without missing a day of instruction. The teaching staff collaborated daily, using all resources and teaching techniques available. Some connected with students in the morning and others in the afternoon and any time they could connect with students. We implemented flexible work schedules insuring that all children received comprehensive learning experiences. KTL's special education service provider regularly contacted students to assure progress toward goals and supported the

emotional well-being of each student. Speech and Language services continued using a tele-therapy model. Individual Education Plan (IEP) timelines were adhered to using Zoom meetings and mailed consent forms for parent approval. Presumptive eligibility was determined to avoid delays in services and formal assessments were completed to confirm eligibility when it was safe to do so.

An impact to students and families is the lack of socialization for the students, particularly in the lower grades. Another impact of the school closures on students and families is the acquisition and dependence on electronic devices. At that time, KTL did not have a process to check out electronic devices to students and families. Another major impact was parents being abruptly thrust into the role of home-school teacher with no preparation or training. Our parents have done a wonderful job and received support from the KTL staff, but the level of parent ability and involvement varied greatly. Our administration communicated daily with families, students, staff and community. KTL's staff are all dedicated and determined to support our students during this pandemic event. KTL held a virtual or video promotion and graduation ceremony for our charter junior high and high school. Our staff miss our students and we all welcome returning to some form of the normalcy that we were accustomed to before COVID-19 changed our schools, communities and lives. We will continue to assure our students letting them know we are here for them regardless of what the future brings we will be here to support them.

Stakeholder Engagement

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

During the 2019-20 school year, Keyes to Learning Charter School (KTL) conducted its annual Stakeholder Survey soliciting stakeholder feedback. The feedback collected from this survey was intended to be used to write the 2019-2020 LCAP. Even though this survey was not focused on distance learning the feedback has been very useful. After the transition to remote/distance learning on March 19, 2020. KTL's stakeholders were surveyed on three separate occasions. KTL conducted its first survey to determine the technology needs of our stakeholders. The feedback from this survey provided Keyes to Learning Charter School with student device and internet connectivity information so KTL could provide its stakeholders Chromebooks and wireless hot spots needed to access our curriculum and distance learning instruction. In May, using the ParentSquare communication tool, Keyes Union School District surveyed our stakeholders about their experience with distance learning and their preference would be to start the school year. At about that same time in May, Keyes to Learning Charter School conducted a similar survey of its stakeholders also using ParentSquare seeking information and data about KTL's education program in conjunction with distance learning so the KTL staff can better serve our stakeholders in the future should we need to implement distance learning.

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

Keyes to Learning Charter School (KTL) is a K-12 independent study, non-classroom based charter school sponsored by the Keyes Union School District (KUSD). The KUSD Board of Trustees also acts as the KTL board. All public meetings and public hearings were conducted via Zoom and YouTube so members of the public who desire to observe and address the board may do so in a safe manner consistent with Executive Order N-29-20.

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

During the 2019-20 school year, Keyes to Learning Charter School (KTL) conducted its annual stakeholder survey soliciting stakeholder feedback. The feedback collected from this survey was to be used to write the 2019-2020 LCAP determining how we met and continue to meet

the eight state priorities and academic needs of our students. The feedback was useful in assisting us in meeting the needs of our unduplicated pupils as we transitioned to distance learning.

The technology needs survey provided feedback on students who had inadequate devices and who were without internet connectivity. From this information, KTL was able to provide its stakeholders who needed Chromebooks and wireless hot spots to be able access our course curriculum and distance learning instruction. Both Keyes Union School District and the Keyes to Learning Charter School stakeholder survey results about district learning provided the KTL staff insights to better serve our stakeholders and make distance-learning instruction better. Using this information, KTL staff created course web sites providing resources and information to assist their students in their learning and completing assignments. KTL staff also recognized that our stakeholders appreciated direct communication so starting the 2020-2021 school year, during round-up KTL staff met personally with parents, walking them through the “care and feeding” of a Chromebook and accessing the materials and programs they will be using for distance learning. In addition, stakeholders appreciated lessons that were recorded and made available for students and parents to access. For that reason, a number of KTL staff have created videos introducing their courses and teaching new content to their students.

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

One of the main aspects influenced by stakeholder input from the technology needs survey was feedback on students who had adequate devices and those without internet connectivity. From this information, KTL was able to provide its stakeholders who needed Chromebooks and wireless hot spots so they were able to access our course curriculum and distance learning instruction. Responses from the additional stakeholder distance learning surveys led the KTL staff to create course web sites providing resources and information to help assist their students in their learning and completing assignments. KTL staff also recognized that our stakeholders appreciated direct communication so starting the 2020-2021 school year, during round-up KTL staff met personally with parents, walking them through “care and feeding” of a Chromebook and how to access the materials and programs they will be using for distance learning. In addition, stakeholders appreciated lessons that were recorded and made available for students and parents to access. For that reason a number of KTL staff have created videos introducing their courses and teaching new content to their students.

Continuity of Learning

In-Person Instructional Offerings

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

Keyes to Learning Charter School's staff cannot wait for the day when they can offer in-person instruction to their students. Keyes to Learning Charter School developed a distance learning school plan and will additionally follow the Keyes Union School District's over-all plan for reopening its campuses to in-person instruction. KTL's plan provides resources and schedules in three models: Traditional, Hybrid and Distance Learning with two of the three focused on in-person instructional offerings. The essence of the plan is to provide a safe means to bring students back to campus following all social distancing and COVID-19 prevention guidelines and was approved August 11, 2020 by the Keyes Union School Board. Keyes to Learning Charter School is prepared to returning to in-person instruction and to meet the needs of any

students who may have experienced learning loss due to school closure and distance learning. All students K-8 are assessed using Renaissance Learning's STAR Reading and STAR Math assessments along with local English Language Arts and Mathematic benchmark assessments, Moby Max and Lumos. These assessments will provide data to determine any learning loss needing to be addressed and will be used to fill any identified learning gaps.

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

Description	Total Funds	Contributing
Use of Renaissance Learning's STAR reading and STAR math and Moby Max assessments to identify student learning loss comparing assessment scores from the 2019-2020 school year.	[\$ 8,412.35]	[Y]
Use of Moby Max and Lumos to fill the academic gaps and learning loss identified through assessments (see above).	[\$ 5,457.57]	[Y]

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.]

Keyes to Learning Charter School is a nonclassroom-based, independent study charter school. According to the California Department of Education, nonclassroom-based charter schools do not provide distance learning as defined in Education Code Section 43500(a). Instead, nonclassroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to nonclassroom-based charters who were defined as such pursuant to Education Code Section 47612.5 as of the 2019–20 fiscal year. A nonclassroom-based charter school described in Education Code Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a nonclassroom-based charter school to adopt a learning continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

KTL's educational programs already utilized aspects of distance learning that included a strong parent involvement component so KTL easily transitioned into full distance learning without missing a day of instruction. In March 2020, we anticipated and began preparing for statewide school closures. On March 15, 2020, Keyes Union School District announced that all of its schools would be transitioning to remote/distance learning starting on March 19. KTL was able to provide continuity of instruction during that school year. Starting the 2020-2021 school year, Keyes to Learning Charter School provided each of its students a Chromebook, along with a gmail account for use in Google Classroom.

KTL's BlendED Academy continued with its Independent Study/home school program. Every student in this program already had textbooks, curriculum and learning materials. Additionally, high school students were enrolled in Odysseyware, for online learning in mathematics and science. Students were routinely communicated via telephone, Parent Square and/or Zoom. Teachers and students exchanged work every

two to three weeks. Building from what we learned last spring, BlendED Academy advisors personally met with each student and their parents reviewing the IS program, signing out Chromebooks, providing their students with textbooks, curriculum and learning materials just like they would do during a regular school year. High school I.S. students were provided access to Odysseyware courses in mathematics and science. This year they have scheduled work packet exchange days that will occur every two weeks until face to face meeting are allowed.

Using the Distance Learning survey data from last spring, KTL's CORE Academy staff, grades K-6 spent the summer developing a distance-learning program incorporating Zoom, Google Sites and Screencastify to create websites to direct students to curriculum and materials they will be using this school year. Teachers quickly adapted technology for imparting instruction, implementing blended educational activities, and continuously assessing, providing feedback to each student as well as providing support and assistance to parents teaching their children from home.

CORE Academy teachers personally met with each student and their parents at Round-up, reviewing the CORE Academy program, signing out Chromebooks, and giving them textbooks, curriculum and all materials and supplies needed to ensure students had full access to their courses of study. The teachers also set online class schedules for teaching students via Zoom. Along with the grade level curriculum used, Renaissance Learning, ST Math, CORE Knowledge, Moby Max, Amplify and other programs continue to be used by our teachers to teach our students. Again this year, parents will participate in pick up/drop off every two weeks to collect new material and supplies and drop off student work for teacher evaluation until face to face meetings are allowed.

Using the Distance Learning survey data from last spring, KTL's KEY Academy grades 7-12 developed a distance-learning program incorporating Zoom and Go to Meeting for regular student contact and course instruction. Google Classroom is used to post assignments, announcements and provides a forum for discussion boards. Some staff use Weebly to create websites directing students to materials and resources to be used during this school year. Teachers quickly adapted technology for imparting instruction, implementing blended educational activities, and continuously assessing, providing feedback to each student as well as providing support and assistance to parents teaching their children from home.

Outside the dependence on technology, KEY Academy teachers are treating it as a regular school year, using the same curriculum and keeping the same level of rigor. All students with parents attended Round-up where teachers personally met and reviewed the KEY Academy program, signed out Chromebooks, provided textbooks, curriculum and supplemental learning materials. The teachers also set online class schedules for teaching students online. Along with grade level curriculum, Renaissance Learning, Moby Max, Amplify and other programs continue to be used by our teachers to teach our students.

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.]

During the 2019-2020 school year, Keyes to Learning Charter School (KTL) conducted a survey to determine the technology needs of our stakeholders. At that time, we knew there were I.S. students who did not have internet connectivity. At that time this survey found, KTL had two additional students without internet and provided them Kajeet, wireless access points. From that same survey, KTL found that most of our students had personal devices even though many were not sufficient (cell phones) for doing schoolwork. The survey feedback provided the impetus for KTL to provide all its stakeholders Chromebooks and Kajeet wireless access points (WAPs) to those who needed them for the 2020-2021 school year.

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.]

Keyes to Learning Charter School is an independent study, non-classroom based charter school. According to EC Section 51747.5 No ADA is earned unless (i.e., "to the extent that") supervising teacher judgments of the time value of pupil or student work have been made personally in each instance (i.e., assignment) for each student engaged in independent study. For that reason, KTL staff collects and corrects student work produced for the purpose of ADA and student academic progress. In addition, Keyes to Learning Charter School's teaching staff has scheduled and is keeping track of their student synchronous learning contact time while distance learning during the 2020-2021 school year.

Through individualized distance learning, students grades K-2 will be a part of a one-on-one meeting with their teacher to do assessments and monitor student progress. Students, grades 3-6 will take benchmark tests as well as classroom formative and summative assessments to monitor student progress. By collecting student work every two weeks as well as utilizing digital platforms, teachers will be able to monitor student progress and make adjustments as needed for student success.

KTL students, grades 7-12, assignments are submitted and graded in Google Classroom. We are planning in administering our fall benchmark tests. Pupil progress can additionally be measured through satisfactory completion of Project Based Learning (PBL) projects.

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.]

Keyes to Learning Charter School's administration routinely forwarded professional development opportunities to the KTL staff and encouraged staff to participate. Several KTL staff members took advantage of these trainings and participated in a variety of professional development trainings such as; Screencastify, Google Sites and using videos humanizing online courses, etc. On August 6, 2020, KTL conducted its own staff development training focused on distance learning and presentations of distance learning training's that each staff member had attended during the summer.

Staff Roles and Responsibilities

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

COVID-19 has not created new roles at KTL. Staff responsibilities have increased. Staff are not only educating students but are also having to support and educate parents and provide additional supplemental materials.

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.]

Keyes to Learning Charter School offers online supports through its digital programs along with extra support for students requiring additional support. For example: ST Math is a non-verbal math program that moves at a student's individual pace; Core Knowledge provides textbooks with audio to read to students and Screencastify provides teachers with an effective way to record instruction and literature for student use. KTL staff also makes accommodations/instructional support in the assigned work for our EL students.

KTL's Resource program during distance learning meets the needs of our pupils with unique needs using Specialized Academic Instruction (SAI) providing a virtual platform in collaboration with general education teachers with a focus on the IEP goals. Hard copy packets/materials may also be used when technology does not allow for virtual communication. Behavior Intervention Specialist services will be provided by the inclusion teacher and staff and will include collaboration and integration with teachers in online platforms and communication and support for families with the social and behavioral needs of their child as needed. One to one and small group sessions will be offered to meet IEP minutes and address IEP goals. Student motivation and skills needed to participate through distance learning will also be addressed. Individual Counseling will be provided using a tele-therapy model during distance learning. Social Work services will occur via zoom or phone during distance learning.

Pupils with exceptional needs will be met with and provided services using Zoom and a variety of tools to continue to work on their IEP goals. Progress will be monitored through data collection and observation and if the student is not making progress toward their IEP goals, an IEP will be held to see how to better address the student's needs.

Speech and language services will be provided using a tele-therapy model during distance learning. The schedule for group and individual services will be provided at the beginning of the school year with parents.

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

Description	Total Funds	Contributing
In addition to Zoom, GoToMeeting, Google Sites and Classroom, KTL has added Screencastify to communicate and instruct students as part of KEL's distance learning program.	[\$ 232.00]	[Y]
For those who have internet connectivity issues or no connectivity, KTL provided Kajeet wireless access points so students can access KTL's course curriculum and participate in distance learning.	[\$ 1,600.29]	[Y]
KTL August distance learning professional development introduction and use of virtual platforms.	[\$ 6,750.29]	[Y]
Staff training and implementation of Securly, a student safety & device management software.	[\$ 3,308.80]	[Y]

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.]

Keyes to Learning Charter School will address pupil learning loss resulting from COVID-19 by utilizing benchmark assessments found in both Moby Max and Renaissance Learning programs, all student progress will be monitored in both Language Arts and Mathematics. These programs as well as ST Math are individually paced for student advancement. Zoom proctored subject tests and teacher formative assessments will regularly give insight to learning loss and needs of individual students. Teachers will provide individual instruction through Zoom meetings, and possibly in person, to address specific learning deficiencies as a result of the 2019-2020 school year. As an independent study non-classroom based charter school, our students are used to two to three days of schoolwork at home, making the switch from “traditional” to distance learning easier for KTL and our students and therefore fortunately our students did not experience the amount of learning loss that other school’s students may have experienced.

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.]

In addition to what actions and strategies the KTL staff is already using with our students, the teachers will provide individual instruction through Zoom meetings and possibly in person, to accelerated learning progress for students and to address specific learning deficiencies as a result of the 2019-2020 school year. The KTL staff will be utilizing benchmark assessment results along with Moby Max and Renaissance Learning programs, to monitor all student progress in both Language Arts and Mathematics. These programs as well as ST Math are individually paced and have comparative data prior to and including the 2019-2020 school year. Regular teacher formative assessments will also give insight to student learning loss and the needs of individual students. If a two-year or greater learning gap is measured a Student Study Team (SST) meeting will be convened to address accommodations to close the learning gap.

KTL’s Resource teacher is providing Specialized Academic Instruction (SAI) to our students using the Zoom platform in collaboration with general education teachers focused on their IEP goals and academic support. Occasionally, hard copy packets/materials may also be used. One to one and small group sessions will be offered to accelerated learning progress for students and to address specific learning deficiencies as a result of the 2019-2020, 2020-2021 school year. In addition, KTL’s paraprofessionals have been assigned to Zoom one on one with students, including low-income and students with exceptional needs providing them additional support.

Speech and language services are provided using a tele-therapy model during distance learning. A schedule for group and individual services was provided at the beginning of the school year to parents.

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.]

In addition to what actions and strategies the KTL staff is already providing our students, the teachers will provide individual instruction through Zoom meetings, and if possible in person, accelerating learning progress for students and addressing specific learning deficiencies as a result of the 2019-2020 school year. The KTL staff will utilize benchmark assessment results and both Moby Max and Renaissance Learning programs, to monitor all student progress in both Language Arts and Mathematics. These programs as well as ST Math are individually paced and have comparative data prior to and including the 2019-2020 school year. It has been our experience that these measurements and supports to be effective. Teacher formative assessments will also regularly give insight to student learning loss and needs of individual students. The

effectiveness of these services will be monitored by teachers using formative and summative assessments as well as being in constant communication with parents and students. Any student/family needing additional support will be contacted immediately and effectively dealt with.

KTL's Resource teacher is providing Specialized Academic Instruction using the Zoom virtual platform in collaboration with general education teachers to focus on their IEP goals and academic support. Hard copy packets/materials may also be used and especially when technology does not allow for virtual communication. One to one and small group sessions will be offered to accelerate learning progress for students and to address specific learning deficiencies as a result of the 2019-2020 school year. Also, KTL's paraprofessionals have been assigned students to Zoom one on one with including low-income and students with exceptional needs providing them additional support. The effectiveness of these resource services are being monitored by internal measurements built into meeting a student's IEP goals.

Speech and language services will be provided using a tele-therapy model during distance learning. The schedule for group and individual services will be provided at the beginning of the school year to parents. The effectiveness of these resource services are being monitored by internal measurements built into meeting a student's speech IEP goals.

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

Description	Total Funds	Contributing
Using Moby Max, Renaissance Learning's STAR Reading and STAR Math assessments.	[\$ 8,412.35]	[Y]

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.]

Keyes to Learning staff will monitor student mental health and social and emotional well-being of their students through observation and questioning during online lessons. Keyes Union School District is involved with Stanislaus County Office of Education's Positive Behavioral Interventions and Support (PBIS) program. KTL staff has been provided materials for staff development on Social Emotional Learning (SEL) that was interrupted due to an internet outage. This school year, each KTL teacher will draft a goal on how they plan to meet social/emotional needs of their students. In addition, KTL staff with leadership from their program coordinators will be drafting a plan on implementing SEL competencies into each of the three KTL programs.

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.]

Keyes to Learning Charter School's teaching staff provided schedules and is keeping track of their synchronous learning contact time while distance learning during the 2020-2021 school year. If a student fails to be engaged or does not participate in online courses, Keyes to Learning Charter School uses "tiered reengagement strategies,": Tier 1-Teacher documents absence and emails and texts parents notifying them that their student is absent from an online class meeting. Tier 2-Student continues to be absent from online class meetings, teacher continues to document student absence and sends out a parent notification via Parent Square. Tier 3-Student is regularly absent from online class meetings, administration is notified and parents will be contacted and a meeting will be set up via an electronic means to re-engage student to attend online class. Keyes to Learning Charter School is an Independent Study, Non-classroom based charter school. According to EC Section 51747.5 No ADA is earned unless (i.e., "to the extent that") supervising teacher judgments of the time value of pupil or student work have been made personally in each instance (i.e., assignment) for each student engaged in independent study. KTL staff collects and corrects student work produced for the purpose of attendance and student academic progress. If a student does not turn in their schoolwork or is not making academic progress the KTL attendance polices will be implemented.

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.]

Keyes to Learning Charter School is sponsored by Keyes Union School District and as such has participated in conjunction with their school nutrition program, providing nutritionally adequate meals for all our students, especially those who are eligible for free or reduced-price meals during this time of distance learning.

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

Section	Description	Total Funds	Contributing
N/A	[No additional actions related to the implementation of the Learning Continuity Plan are needed]	[\$ 0.00]	[Y/N]

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

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

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.]

Keyes to Learning Charter School (KTL) will continue to offer the same level of service that was provided in the 2019-2020 school year. With this school year starting out with distance learning, KTL has purchased laptop computers for its paraprofessionals to use under the supervision of a certificated staff member, to provide one on one and/or small group services for foster youth, English learners, and low-income students. These services are first made available to KTL's unduplicated pupils. Additional instruction and staff contact time in a one on one/small group support setting is effective, providing opportunities for students to build up on and practice what was taught by their teacher. For those unduplicated pupils who may have experienced learning loss during the 2019-2020 school year, this setting is an effective tool for filling in any learning gaps and accelerating their learning catching them up to grade level standards.

Using comparative results from last school year's and this school year's benchmark assessments, ST math, Moby Max and Renaissance Learning program data, KTL is monitoring all student progress in both Language Arts and Mathematics. From this diagnostic data our staff determines if student learning loss occurred and to what extent. Using the built in intervention and content review components in these programs KTL will close those identified learning gaps.

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

Additional services are provided by KTL support staff to provide increased services and additional instruction to meet the academic needs of our foster youth, English learners, and low-income students.