

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
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General Information

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

COVID-19 has unexpectedly and negatively impacted the learning trajectory of the students at Palm Lane. The onset of this virus has disrupted the social-emotional safety nets that Palm Lane had planned to fully implement at the beginning of the 2020-2021 school year. The network of community supports and resources developed for parents that served as a resource to help parents support their child’s needs had ceased altogether. These losses are significant. Many of Palm Lane students and families lack technology that is required to be successful during distance learning. Additionally, many of our families do not have internet access, which further impedes their ability to access virtual instruction. Being able to acquire meals easily has also been a major challenge for our families due limited or complete losses in income. While we do not yet know the long-term impacts that COVID-19 will have on our students’ social-emotional and/or academic progress, Palm Lane’s Learning Continuity and Attendance Plan will identify potential barriers to student learning and discuss ways the school plans to ensure student engagement during distance learning. This plan will also present Palm Lane’s learning recovery plan and identify resources to support the social-emotional needs of students and families. This plan will also include the school’s response to potential family basic need deficits, and the partnerships it has created to ensure families remain connected to resources that will help to sustain them through this pandemic.

Staff care during this unprecedented time is also an area of great concern for Palm Lane. This plan will identify some of the staff concerns and outline Palm Lane’s plans to remedy those concerns.

Stakeholder Engagement

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

Palm Lane sought to engage stakeholder groups in obtaining feedback during the development of its Learning Continuity and Attendance Plan by hosting virtual parent meetings and parent and staff surveys. Stakeholder groups were also provided with a direct phone number to the school principal where questions may be asked and answered. To encourage parent participation on surveys for families who lacked internet

access, parents received the survey via telephone/text and was able to complete the survey directly through their cell phones. The survey was also translated in Spanish for parents who requested Spanish Translation. Stakeholder feedback was also collected via email. Meeting announcements and links to all surveys were sent to stakeholders through Palm Lane's school-wide online PA system, Parent Square and through staff email. Stakeholder engagement after the Board approved the draft plan was continued by inviting parents to provide additional feedback during other parent meetings that were held post-approval of the Draft plan.

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

Due to the school closure, all meetings were held via Zoom. Parents who lacked internet access could attend and interact with the meeting via their cell phones. Meetings were held in the afternoon and in the morning to allow working parents the opportunity to participate. Surveys remained open and available to allow stakeholders ample time to give feedback. Stakeholders were also encouraged to give direct feedback through our school's info email address which went directly to the school principal. Palm Lane's draft Learning Continuity and Attendance Plan was posted to Palm Lane's website in preparation for the Public Hearing that was held on August 10, 2020. Palm Lane also held two additional parent meetings on August 19th and August 28th where parent feedback was solicited. A Zoom link was provided to parents prior to each meeting so that parents can participate in the full process remotely.

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

Surveys were administered to the Palm Lane ELAC committee, the general Parent Population, Palm Lane teachers, Palm Lane instructional support staff, and Palm Lane classified staff. There were 73 total Parent respondents (26%), and 13 school staff respondents (40%). Surveys will remain open through the final draft and adoption of this plan

I. Parent Survey Results and Feedback

Parents were asked which areas Palm Lane should focus on MOST during the upcoming school year and 64 parents (87.7%) stated focus should be more on rebuilding student skills in Language Arts and Math, 43 parents (58.9%) felt that student participation and engagement in distance learning should be the priority, and 42 parents (57.5%) stated the school should focus on training teachers on ways to improve instruction via distance learning.

Of the 64 parents who participated in the survey, 16 (24%) are members of Palm Lane's English Learner parent group. Parents in this group attend ELAC meetings and regularly provide input on Palm Lane's programs and services for English Learners. The parents in this group felt there should be dedicated time for English Language skills development for students in our EL program. Based on their feedback, Palm Lane's daily schedule includes a 1-hour block of English Learner Skill Development time where teachers can provide whole group language instruction, practice oral and listening language skills with students, and guide English Learners through the developmental writing process using instructional strategies and best practices for English Learners. During this block of time, classroom instructional aides may also work

with small groups on language skill development. During the English Language Learner block, non-English Learner students will be working on asynchronous lessons on a related skill in English Language Arts.

Parents were asked how Palm Lane should respond when students stop or do not attend synchronous classes during distance learning and 66 (90.4%) of the parents stated the school should make frequent calls to the parent, 19 (26%) of parents stated the office should send home letters, and 7 (9.6%) of the parents stated Palm Lane should conduct some form of a home visit.

The survey announced to parents that Palm Lane will continue to provide lunch and breakfast for all of its students and 64% of the parents stated they planned to participate in our student meal program.

When the parents were asked what they felt were would-be barriers to their child successfully participating in the distance learning program, the choices yielded the following results:

- Connecting to the Internet: 19 (26%)
- Ensuring their child attends daily synchronous instruction 26 (35.6%)
- Parents ability to remain home with child(ren) during school closure 28 (38.4%)
- Family problems in the home that may impede the student's ability to focus or engage in synchronous instruction: 6 (8.2%)
- Parents who felt their child will not incur barriers that would impede learning and engagement during distance learning: 30 (41.1%)

When parents were asked to provide additional feedback that they wanted to share to help make the distance learning program better, some of the statements from parents were:

“Having a day per week where teacher does one on one with the student virtually...”

“Support for parents. To a significant degree, we are homeschooling.”

“Giving us parents that can't be home with our children for distance learning, to update us on progress on a monthly basis.”

“Have at least one day per month visit the teacher. Have them turned in work to school so kids can still work on their writing skills not just computer. Also have students ready versus having the disc play taking turns reading.”

“Que los maestros tengan paciencia com los ninos , xq sera dificil” [“That the teachers have patience with the children, because it would be difficult.”]

“Have Flexible class schedules or allow for backup instruction time for times when I the parent not able to ensure my child attend specific class at a certain time.”

“Create interesting activities so the child can practice it at home with teacher and students through distance learning programe.”

II. Staff Survey Results and Feedback

Staff were asked which areas should the instructional staff focus on most during the 2020-2021 school year and 8 (61.5%) respondents stated student engagement during synchronous and asynchronous instruction, 7 (53.3%) respondents on learning recovery in both language arts and math, and 1 (7.7%) respondent felt Palm Lane should primarily focus on Language Arts learning recovery.

When staff were asked about ways to increase learning recovery and student engagement, staff gave the following suggestions: giving brain breaks that were fun yet still focused on the standards being taught, additional and target help to students with reading fluency, training for staff on intervention software (Lexia and ST Math), and school-wide virtual assemblies and gatherings.

Palm Lane staff were asked to give open-ended feedback regarding ways it can support student learning recovery, and increase and maintain student engagement and attendance and the following feedback were provided:

“I liked the virtual field trip ideas, I like the idea of watching a movie together on a Friday. There are a lot of books that are made into movies you can tie them into. I also think it would be fun to offer an elective such as a drawing class or virtual STEM.”

“Have guest teachers for some lessons, maybe partner teachers can switch and teach some lessons as a surprise.”

“...parent involvement is important to making beneficial impact on students.”

“I recommend that Palm Lane focuses on training the teachers how to use the curriculum online.”

“Build in morning meetings for classes so there is still some social emotional development and a time for them to build relationships with us and each other.”

“- virtual field trips for our students

- having every grade level send home supplies and manipulatives specific to their grade

- weekly parent phone calls to check in on students (especially ones we are not receiving work from)

- virtual award ceremonies

- Dr. Miller virtual story time once a month...”

“Have a character-building curriculum or resource teachers could use for this year.”

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

Every aspect of Palm Lane’s Learning Continuity and Attendance plan were influenced by stakeholder feedback.

By incorporating suggestions and strategies from all stakeholder groups, buy-in and support will help to ensure the plan is implemented with fidelity.

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.]

Due to mandates issued by the State of California, Palm Lane will begin the year on full distance learning. When state mandates regarding in-person instruction lifts, Palm Lane will implement its Phase 2 Plan: Hybrid Model with an Independent Study Option. The daily instructional schedule for this model considers social distancing and sanitation guidelines. Staff would be required to wear face coverings, however student face coverings would be optional. Palm Lane would provide all sanitation and safety supplies, paid for by grants provided by the California Department of Education.

In June 2020, the Palm Lane Board of Directors approved a plan by which each teacher’s class would be split into two groups, Group A and Group B. Students in Group A will attend school on Mondays and Wednesdays, and students in Group B would attend school on Tuesday and Thursday. On Fridays, all students would be on distance learning to allow teachers the opportunity to collaborate, plan instruction, analyze student outcomes, and allow for the school to be fully sanitized by a professional sanitation company. The daily schedules for this program are as follows:

TK & K Daily Schedule Arrival: 7:30 a.m. Dismissal: 1:40 p.m.	
7:30 – 7:50	Sanitation/Breakfast
7:50 – 9:20	Language Arts
9:20 – 10:15	Intervention
10:15 – 10:45	Lunch
10:45 – 11:00	Restroom/Sanitation Break
11:00 – 12:30	Foundational Skills Development/ELD
1:30 – 1:40	Clean-Up and Dismissal

1st Grade & 2nd Grade Daily Schedule Arrival: 7:50 a.m. Dismissal: 1:50 p.m.	
7:50 – 8:00	Sanitation/Breakfast
8:00 – 9:30	Language Arts
9:30 – 10:30	Intervention
10:30 – 11:00	Lunch
11:00 – 11:15	Restroom/Sanitation
11:15 – 12:45	Math
12:45 – 1:45	Writing Across the Curriculum
1:45 – 1:50	Clean-Up and Dismissal

3rd & 4th Grade Daily Schedule Arrival: 8:00 a.m. Dismissal: 2:15 p.m.	
8:00 – 8:20	Sanitation/Breakfast
8:20 – 9:50	Language Arts
9:50 – 10:50	Intervention
10:50 – 11:05	Restroom/Sanitation
11:05 – 11:35	Lunch
11:35 – 1:05	Math
1:05 – 2:05	Writing Across the Curriculum
2:05 – 2:15	Clean-Up and Dismissal

5th & 6th Grade Daily Schedule Arrival: 8:20 a.m. Dismissal: 2:30 p.m.	
8:20 – 8:40	Sanitation/Breakfast
8:40 – 10:05	Language Arts
10:05 – 11:05	Intervention
11:05 – 11:20	Restroom/Sanitation
11:20 – 11:50	Lunch
11:50 – 1:20	Math
1:20 – 2:20	Writing Across the Curriculum
2:20 – 2:30	Clean-Up and Dismissal

During the daily intervention period, learning recovery will occur either through whole-group instruction, small group instruction, or individual learning labs where students work either directly with the teacher or grade level instructional aide on lost concept. Palm Lane will continue its school-wide focus on Writing. By increasing student’s capacity to write thoughtfully and meaningfully, student oral and speaking language will also gradually improve. Frequent and ongoing formal and informal writing assessments will be administered to students at least bi-weekly,

and the data from those writing assessments will be used by teachers during weekly grade level meetings. The conversations and data will help teacher to plan extension writing tasks, or to plan learning recovery plans.

Palm Lane’s Special Education and English Learner populations pose the greatest risk of leaning loss during this time. To address any learning loss associated with Palm Lane’s Hybrid model, the Resource Teacher will fulfill IEP SAI goals by working directly with students on Language Arts and Math skills on their non-school attendance day. To continue to follow county and state school operations guidelines for reopening, the RSP teacher will deliver instruction remotely via Zoom and only offer in-person instruction, either individually or in small groups, for students with IEPs that show the most significant levels of learning loss. The RSP teacher will also collaborate with grade levels during PLC times on Fridays to discuss student IEP goals, student progress in the general ed setting meeting those goals, and to provide classroom teachers with additional ways that can support student learning such as providing math manipulatives, teaching aides (multiplication charts, grammar rules books, a listing of online support), writing organization charts, sentence frames/starters, etc.

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

Description	Total Funds	Contributing
Purchase of masks, hand sanitizer, thermometers, latex gloves, social distancing signage, and anti-bacterial hand soap. The purchase of these items will help to ensure student and staff safety.	\$25,000	N
Carpet Cleaning. Scheduling higher level of cleaning by night crew to include use of cleaners effective in treating and killing COVID-related bacteria on floors and surfaces.	\$3,320	N
Deep cleaning of classrooms and school common areas (2 occurrences prior to the start of school)	\$5,000	N
Hiring of 5 additional instructional aides available for additional small group instruction, to run intervention programs, and to support non-academic programs (robotics, art, and STEAM labs)	\$100,000	Y
After school tutoring taught by classroom teachers (6 teachers x \$1,000/mo. for 5 months)	\$30,000	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.]

Every Palm Lane student will also receive a home set of their textbooks. To help teachers differentiate instruction at the highest levels, we have ordered a complete set of textbooks for students to pick up and keep home. So, while students may have full access to online curriculum, having hard copies of materials increases the student’s ability to anchor concepts. This also allows us to continue to use the

adopted curriculum as prescribed and use the online tools as instructional support rather than CORE replacement. For Language Arts, Palm Lane uses Reach for Reading (National Geographic); Go Math! (Math), and TCI (Science and Social Studies). Additionally, by students having their materials and having ample time to use those materials prior to returning to in-person learning, the transition will be smoother. Students can simply gather their textbooks and laptops and return to in-person instruction quickly. Additionally, all apps that have been purchased for distance learning, also supports in-person instruction. This creates stability in student learning and is cost-effective in that resources purchased could be used for synchronous distance learning and when students return for in-person instruction.

To allow for a seamless return of school work, Palm Lane will be using an app called Kami which is functional through Google Classroom, where teachers can assign .pdf versions of work and students use writing and editing tools to complete those assignments and turn them in to the teacher directly through Google Classroom. This will be a major improvement to Palm Lane's distance learning program from the end of the 2019-2020 school year because it eliminates the need for making work packets that parents have to pick up from the school. We noticed that packet pick-up tapered off towards the end of the school year resulting in students not completing assignments. It is also cost-effective in that it eliminates the cost of exorbitant amounts of copy paper, maintenance, and ink for the copy machine. It also reduces the cost associated with paying hourly classified staff to create weekly work packets and time to prepare them for parent pick-up. The greatest benefit to incorporating Kami is it allows teachers to receive student work instantly, reducing feedback turn-around times. Teachers can now quickly informally assess student outcomes and quickly prescribe instructional supports, either individually or to groups of students, or reteach lessons where the bulk of the students may have missed concepts.

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.]

Palm Lane students are required to engage in synchronous instruction each day according to a schedule outlined by the California Department of Education. Each schedule is tiered to allow for families with students in multiple grade levels in the home to participate in synchronous instruction with minimal instructional overlap. Palm Lane partnered with T-Mobile business to obtain access to 312 internet hotspot devices with 5G speed and unlimited data paid for by a grant from the Public Utilities Commission's California Teleconnect Fund for K-12 schools that offers reimbursement for half of the cost of monthly internet service and at no cost to the parent. To ensure that all parents had an opportunity to advise Palm Lane of their technology needs for their child(ren), a survey was sent via text message, email, and by telephone. A link to the survey was also posted on our website. Palm Lane will also provide Chromebooks for each student to check out (if needed) which is also at no cost to the parent. To ensure that students in TK and Kinder also have access to technology, an additional 50 Chromebook devices were ordered and paid for by state grants. If students need technological support, they may contact their classroom teacher through Google Classroom or Class Dojo. The teacher will submit a ticket to IT, arrange for equipment to be exchanged, or work with the IT department to return and repair damaged equipment. T-Mobile has placed the repair help-line telephone number on the bottom of each internet hotspot device. Once school officially started on August 17, 2020, there became an immediate need for a dedicated technology assistant to help families with connectivity, as well as help with rostering and maintenance of Palm Lane's online instructional programs. To respond to this need, Palm Lane hired an Instructional Assistant/Technology Assistant who will provide full-time support to Palm Lane in the areas of instructional support and technology assistance. Palm Lane currently has no homeless or foster youth, however, should we have students in these unique categories, we will work closely with the family to ensure there are no barriers to the students accessing their online lessons and meals. Palm Lane will check in with these families on a weekly basis to discuss the status of their needs

and connect the family with access to other resources. Building this partnership with our families will help our students who need additional support stay connected to school and learning.

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.]

Pupil progress will be graded based on work performed. Student assignments will receive a 4 if the work is above standard, a 3 for work that is at standard, a 2 for work that is approaching standard, and 1 for assignments well below standards. Oral responses from students during synchronous instruction will serve as points of checking for understanding that teachers will use to help guide instruction and lesson planning. Participation will be measured according to how often the student participates in synchronous instruction and the level of participation during live instruction. Each class schedule in each grade level meets the state guidelines for minimal synchronous instructional minutes per day. In the upper grades, students are given an additional 30 minutes of instruction per day to help them prepare for state testing. Parents of students who miss more than 50% of the synchronous instructional minutes per day receive a phone call from the office and their absence is counted as an official absence. Students may make up the absence by attending the teacher's synchronous make-up hour on Wednesday of each week. During this make-up hour, teachers conduct mini lessons to re-teach missed concepts. Students may also be assigned to an instructional aide for synchronous, small-group or one-to-one instruction as well. Asynchronous assignments are graded or un-graded and based on concepts taught. Asynchronous activities are homework assignments, small projects, and group projects and presentations. Teachers meet in PLC (grade level) meetings each week to plan instruction, discuss student performance, and plan small group instruction in coordination with instructional aides.

Palm Lane will hold monthly virtual awards ceremonies to encourage participation in live instruction and recognize students who are progressing. During these virtual assemblies, students will be virtually recognized in four categories: Language Arts, Math, Online Citizenship, and Engagement. Students whose teachers nominate them for these areas will receive a success ribbon and a certificate that will be mailed to the student's home. Teachers and instructional support staff will also tailor synchronous and asynchronous lessons to be meaningful and engaging, yet FUN to encourage student participation which will encourage positive student attendance. Palm Lane's weekly schedule reflects a time during the week where teachers are available to their students who need to make up missed synchronous instructional time. Additionally, teachers have office hours which they may use to meet with students individually, have parent meetings, or meet with parents individually to discuss student barriers and successes. To better support certain student populations (Special Education, at-risk, and English Learners), small cohorts of not more than 8 students at one time, will be invited to campus to take required state and local assessments, receive additional in-person academic support, and to work with instructional aides on non-academic tasks that promote social-emotional well-being. Students and staff who host these small cohorts will be required to follow local and state health guidelines.

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.]

Teachers will receive training prior to the start of the school year on creative strategies for teaching during remote learning. Some of those strategies include the making of visual story boards and portfolios and using voice recordings, such as in SeeSaw, to tell “The Story” of their visual board; working collaboratively in groups to solve math problems (this will help to build student’s oral language skills); and the use of digital writing tools and graphic organizers to organize thoughts and produce high-quality writing. The use of instructional videos and audio recordings will give students additional modes of learning that will help to anchor concepts and prepare them for success.

Palm Lane teachers will choose from two Learning Management Systems (LMS): Google Classroom or SeeSaw. Teachers will use the LMS that they feel more comfortable using and that best appeals to student’s age and grade. Teachers will receive virtual training on both systems prior to the beginning of school on how to use the LMS and ways to provide the best learning experience for their students. Students will be able to access all activities and lessons through an access program called Clever. Additional apps and programs will be added to Clever so that students can, through single sign-on, quickly access their teacher’s SeeSaw or Google Classroom, online access to curriculum, and other tools and resources needed for distance learning. Professional development for staff will be ongoing, occurring at least once a month, and will adjust according to student response and teacher needs. Teachers and students will receive technology support from our IT support team by submitting a technology support ticket. Because Palm Lane is a relatively small school, the turnaround time for IT support is same- or next-day. T-Mobile will provide hot spot directly to the parents. A number will be placed on the underside of each device with support instructions, including the telephone number to receive live support.

To support Palm Lane’s school-wide focus on Literacy, Palm Lane teachers will train with The Literacy Partners beginning in October 2020 and ongoing throughout the remainder of the school year, that will guide teachers through the building blocks to literacy with an emphasis on English Learner literacy development. Palm Lane’s Academic Leadership Team will receive training through the Orange County Department of Education and WestED on using data to respond to learning losses, ways to problem-solve when students underperform, and how to use assessments to guide instruction. The leadership team will also create writing exams across grade levels that will be used as common assessments in all writing domains.

Staff Roles and Responsibilities

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

One major change to staff roles has been to the role of our afterschool staff. Those staff members have been assigned as instructional aides to provide direct support to classroom teachers and students during synchronous instruction. Those teachers will also be available on a rotating basis for live student support via telephone. Another role that has significantly changed is the role of our RSP Teacher and Special Education providers. RSP services that are typically delivered in person, will be delivered virtually. Additionally, special education support services, such as speech, will be delivered via teletherapy. Academic support time for students with IEPs will be scheduled during asynchronous times with their classroom teacher. English Learner services will be delivered to all English Learner students during ELD Block. While the English Learners are working directly with the classroom teacher, the remaining students will be working with the instructional aides in small groups on skills assigned by the classroom teacher. Non-English Learner students may also be assigned asynchronous lessons during ELD time as well.

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.]

Palm Lane’s distance learning daily schedules allows for pupils with unique needs to receive daily core instruction directly from the classroom teacher, as well as have multiple opportunities for support on an individual or small group basis. For example, English Learners receive an additional block of time, up to 45-minutes per day, of synchronous English Language instruction. Teachers can use this time to provide whole group instruction or divide the class into small groups allowing the teacher to provide direct support to certain groups of students, while the designated instructional aide provides small group instruction to the remaining students. Students with IEPs can receive resource support from our RSP teacher during math and language arts small group instructional time up to 4 days per week, either virtually or in-person in small cohorts of not more than 8 students. These small cohorts will receive in-person support for taking assessments, building math and language arts skills, and to provide in-person opportunities for socialization. If Palm Lane had foster youth, teachers could use their office hours to speak directly with students to do social-emotional check-ins, have one-to-one learning sessions with the students and their foster family, or meet directly with foster parents. Office hours are also great opportunities to contact parents regarding their needs that negatively impact student success in school. Palm Lane currently does not have any homeless students, however, should we receive homeless students, we will work with the family to ensure our homeless students have the necessary resources to access the curriculum and healthy meals.

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

Description	Total Funds	Contributing
Cost of instructional aides during small group instruction for up to 4 hours per day, 5 days per week.	\$180,000	Y
Purchase of 50 additional laptop computers for students in grades TK and K	\$15,000	Y
Purchase of laptop covers to protect laptops that students will use at home during distance learning	\$2,500	Y
Cost of internet connectivity for students during at-home distance learning (Palm Lane to pay 50% of the cost for monthly 5G unlimited internet services through T-Mobile = \$10xmo @300 devices)	\$18,000	Y
Cost of additional software for teachers and students to aide in at-home learning (SeeSaw LMS, Kami)	\$15,000?	Y
Cost of addition of an instructional aide/technology assistant	\$ 22,800	Y
Cost of professional development for teachers in Literacy skill development for English Learners	\$40,000	Y
Cost of not more than 2 additional hours per week, per instructional aide, to provide in-person academic and social-emotional support to students in small cohorts	\$16,224	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.]

Palm Lane will provide daily synchronous and asynchronous instruction to its students based on stakeholder feedback and as suggested by the California Department of Education. Palm Lane will use the following weekly schedules:

Distance Learning Weekly Synchronous Instructional Schedule

TK and Kindergarten

MONDAY, TUESDAY, THURSDAY, FRIDAY

Time	Subject	Delivery
8:00 a.m. – 8:20 a.m.	Language Arts	ONLINE with Teacher
8:20 a.m. – 8:40 a.m.	Language Arts Small Group	ONLINE with Teacher and Classroom Aide
8:40 a.m. – 9:10 a.m.	<i>RECESS/SNACK</i>	
9:10 a.m. – 9:30 a.m.	Math	ONLINE with Teacher
9:30 a.m. – 9:50 a.m.	Math Small Group	ONLINE with Teacher and Classroom Aide
9:50 a.m. – 10:15 a.m.	English Language Development (for EL students Only)	ONLINE with Teacher and Classroom Aide
10:15 a.m. – 11:00 a.m.	<i>TEACHER'S LUNCH</i>	
11:00 a.m. – 11:30 a.m.	<i>VIRTUAL OFFICE HOURS</i>	

WEDNESDAY

Time	Subject	Delivery
8:00 a.m. – 8:20 a.m.	Science OR Social Studies OR Character Development	ONLINE with Teacher
8:20 a.m. – 9:00 a.m.	English Language Development (for EL students Only)	ONLINE with Teacher and Classroom Aide
9:00 a.m. – 10:00 a.m.	<i>VIRTUAL OFFICE HOURS</i>	
10:00 a.m. – 11:00 a.m.	<i>STUDENT MAKE-UP INSTRUCTIONAL TIME</i>	

1st – 3rd Grade

MONDAY, TUESDAY, THURSDAY, FRIDAY

Time	Subject	Delivery
8:45 a.m. – 9:30 a.m.	Language Arts	ONLINE with Teacher
9:30 a.m. – 10:15 a.m.	Language Arts Small Group	ONLINE with Teacher and Classroom Aide
10:15 a.m. – 10:45 a.m.	<i>RECESS / SNACK</i>	
10:45 a.m. – 11:30 a.m.	Math	ONLINE with Teacher
11:30 a.m. – 12:15 p.m.	Math Small Group	ONLINE with Teacher and Classroom Aide
12:15 p.m. – 12:45 p.m.	English Language Development	ONLINE with Teacher and Classroom Aide
12:45 p.m. – 1:30 p.m.	<i>TEACHER'S LUNCH</i>	
1:30 p.m. – 2:00 p.m.	<i>VIRTUAL OFFICE HOURS</i>	

WEDNESDAY

Time	Subject	Delivery
8:45 a.m. – 9:15 a.m.	Science OR Social Studies OR Character Development	ONLINE with Teacher
9:15 a.m. – 10:30 a.m.	English Language Development (for EL students Only)	ONLINE with Teacher and Classroom Aide
10:30 a.m. – 11:30 a.m.	<i>VIRTUAL OFFICE HOURS</i>	
11:30 a.m. – 12:30 p.m.	<i>STUDENT MAKE-UP INSTRUCTION TIME</i>	

4th – 6th Grade

MONDAY, TUESDAY, THURSDAY, FRIDAY

Time	Subject	Delivery
9:00 a.m. – 10:00 a.m.	Language Arts	ONLINE with Teacher
10:00 a.m. – 10:45 a.m.	Language Arts Small Group / ELD	ONLINE with Teacher and Classroom Aide
10:45 a.m. – 11:15 a.m.	<i>RECESS / SNACK</i>	
11:15 a.m. – 12:15 p.m.	Math	ONLINE with Teacher
12:15 p.m. – 1:00 p.m.	Math Small Group	ONLINE with Teacher and Classroom Aide
1:00 p.m. – 1:45 p.m.	<i>TEACHER'S LUNCH</i>	
1:45 p.m. – 2:15 p.m.	English Language Development (for EL students Only)	ONLINE with the teacher and Classroom Aide
2:15 p.m. – 3:15 p.m.	<i>VIRTUAL OFFICE HOURS</i>	

WEDNESDAY

Time	Subject	Delivery
9:00 a.m. – 10:00 a.m.	Science OR Social Studies OR Character Development	ONLINE with Teacher
10:00 a.m. – 11:00 a.m.	English Language Development (for EL students Only)	ONLINE with Teacher and Classroom Aide
11:00 a.m. – 12:00 p.m.	<i>VIRTUAL OFFICE HOURS</i>	
12:00 p.m. – 1:00 p.m.	<i>STUDENT MAKE-UP INSTRUCTION TIME</i>	

Through both synchronous and asynchronous lessons, teachers can provide significant amounts of direct instructional support on a daily basis in core academic areas. Instructional Aides are assigned to each grade level and will use small group instruction time to host instructional support via small groups and, at times, on an individual basis. Instructional aides will also attend class sessions with teachers to help answer questions that student pose in the chat rooms during live instruction, and to invite students, and parents too, into breakout rooms for immediate intervention.

Asynchronous learning activities will be assigned to students as non-graded supplemental tasks that students may do for additional skills practice. These additional asynchronous assignments will include activities that are centered around all modes of learning (visual, audio, and kinesthetic), and come in the form of paper-and pencil tasks, video presentations that take students on a deeper dive into concepts and phenomena, group projects, educational games, tasks that helps to bridge the parent-student learning connection, and that are fun and appeal to student interests.

Students will be assessed formally using NWEA Map Assessment in Reading and Math initially during the first week of school as a screening exam, and 3 additional times throughout the year: Winter, Fall and Spring. Teachers will assess the students during synchronous instruction and will monitor the student's progress using Go Guardian, which is a program that allows the teacher to simultaneously see all student's computer screens remotely. The data from these assessments will help teacher to plan small group instruction and assign intervention groups. Palm Lane will be continuing its focus on Writing Across the Curriculum. Teachers will continue to be trained on instructional strategies for English Learners. English Learner students will be assessed on listening, speaking, reading and writing throughout the school year. English Learner professional development will be centered around the outcome of informal assessment of these skills.

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.]

The strategies that Palm Lane intends to use to identify learning loss and accelerate learning is through ongoing formative and summative assessments. All students, within the first week of school, will be administered a screening assessment using NWEA MAP Growth. This assessment will be given in the current grade. With the exception of TK, students who show extensive levels of learning loss will also be given the previous grade's assessment. By using the data from both assessments, teachers can properly identify gaps in learning from one grade level to the next and effectively plan learning recovery. For English Learners, teachers will use Lexia Core 5 and Power Up to help students with learning recovery in Language Arts. Students will use ST Math for learning recovery in math.

English Learner strategies specific to skill areas requiring attention. This can come in the form of allowing students to orally dictate answers, listen to stories for comprehension purposes, solve math problems using pictures or diagrams, etc. For low-income students, additional manipulatives may be considered for at-home use to help the student access the curriculum. Additional resources could be die in math that helps students visually add, the use of base-10 blocks, sending home highlighters or special markers so that students can highlight vocabulary, use of white boards so that students can quickly display answers to the teacher during synchronous instruction, etc. For students with exceptional needs, Palm Lane may pair that student with another teacher in a higher grade, possibly, to allow the student

opportunities to collaborate with other groups of students to solve problems, conduct research, participation in oral discussions, and etc. Parents of students experiencing homelessness will be provided with community resources that can help with obtaining housing. Palm Lane will support the family's school needs by ensuring that the student(s) have access to healthy nutritious meals and clothing. Since most families live within walking distance of Palm Lane, transportation support has not been requested, however should a family need transportation to school when school resumes in-person instruction, Palm Lane will pay for a parent's monthly access to public bus transportation using title funds. Palm Lane is committed to ensuring external barriers that may interfere with student learning are eliminated as quickly as possible to reduce its impact on further loss of learning.

To promote Palm Lane's school-wide focus on literacy, Palm Lane will revitalize its school library so that small cohorts of not more than 8 students will have a place to work on literacy skill-building using age and grade appropriate books and in an environment that mirrors Palm Lane's charter, focused on 21st Century Thinking and Learning. The library space will contain sections that appeal to all age groups, all specialized learning groups, and all grade spans at Palm Lane. English Learner students will enjoy a listening center, an activities and discovery center, and multilingual tools to help them build English Language Skills. Our students with IEPs will enjoy flexible seating areas, leveled readers, and manipulatives centers where concepts can be more deeply explored. Our At-risk students will have access to intervention tools and kits that are customized for skill-building in learning deficit areas, focused on literacy and math. All students will enjoy literature, learning tasks, and audio-visual media that promotes higher order thinking skills (HOTS) where students must **analyze** information, **synthesize** (create) new information, **evaluate** concepts, **recall/remember** facts, **apply** new knowledge where appropriate, and demonstrate an **understanding** of known information.

To continue Palm Lane's focus on STEAM (science, technology, engineering, arts and math, Palm Lane will also revitalize its STEAM Lab. From the lab, teachers will hold science classes via Zoom while in the STEAM/Robotics lab where they may demonstrate science labs that students can do and follow along with during distance learning, as well as work in teams to create codes that the teacher can test using the school robotics equipment, based on formulas and mathematical combinations created by groups of students. Palm Lane's specialized populations, English Learners, Special Education students, and at-risk learners, will visit the robotics lab in cohorts of not more than 8 students to work with an instructional aide, who will help students better understand concepts through in-person, guided support. Palm Lane will also be adding interactive Promethean boards to every classroom, the library and STEAM lab. These boards will allow for better collaboration between students and the teacher, provide opportunities for students to engage in other forms of digital learning through streaming of videos and other educational content, and will help to keep students engaged. This technology aligns with Palm Lane's charter and Learning Continuity and Attendance Plan by promoting 21st Century thinking and learning in a way that is engaging, meaningful, and interactive.

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.]

Palm Lane's evaluation of its methods used to identify the effectiveness of its strategies to mitigate learning loss is ongoing. Teachers are using NWEA MAP Screening results, as well as informal assessments to better identify the learning losses students may have suffered as a result of the school closure. Palm Lane will officially assess students in small cohorts beginning September 21, 2020 and ending on October 2, 2020. The results from these assessments will be used to create customized intervention kits for at-risk students that teachers will use during small group instructional time in each class. The results will also be used to group English Learners during daily English Language

development. Until these exams are administered, teachers have used the screening data from the NWEA MAP, synchronous and asynchronous learning tasks, and informative assessments to assign students to small group instruction and plan instructional strategies and training for instructional aides.

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

Description	Total Funds	Contributing
Purchase math manipulatives for students at each grade level	\$5,000	Y
Purchase of Google Add-on products to support distance learning program (Kami , SeeSaw, Brain Pop , Reading A - Z)	\$6,000	Y
Literacy Support: Library Revitalization	\$20,000	Y
Math Support: Math/Science/Robotics revitalization	\$10,000	Y
Customized Reusable Intervention Math/Literacy Learning Kits for at-risk students	\$6,000	Y
Promethean Interactive Boards	\$61, 311	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.]

During these uncertain times, Palm Lane recognizes that times such as these may create feelings of fear, anxiety, and hopelessness in both students and adults. These unprecedented times requires schools to, not only develop systems and identify resources to mitigate learning loss, however student social-emotional needs must also be addressed. Students need to be able to discuss their fears in a form that is safe, constructive, and that promotes optimism. To do this, Palm Lane teachers in grades TK – 2 will use social studies time once a week to discuss current events, identify any emotions associated with those current events that promotes unwanted feelings, and identify ways students can remind themselves to shift thoughts to be more positive. Students in grade 3 – 6 will use BSN Sports’ Empowerment Journaling series to examine the causes of fears and anxieties and how to have a growth mindset that is empowering and optimistic. Students will role-play, journal, and engage in open discussion twice per week to address their social and emotional health concerns.

Teachers will receive professional development during staff meetings regarding ways to address concerns that arise with students, how to respond to student social-emotional needs, and how to have engaging conversations regarding student social-emotional needs while simultaneously attending to their own social-emotional health. In late May 2020, Palm Lane administration created a wellness committee

whose purpose is to serve as a support group for staff. This group provides fun virtual activities for staff, as well as resources to help staff seek personal support to cope with life events during this time. There are over 9 teachers in this committee, and staff are looking forward to the activities and support that this group plans to offer.

Palm Lane will offer students the opportunity to receive up to 2 hours per week of social-emotional support by engaging in recreation activities, where students may engage in cooperative, yet safe physical activities. Students will be grouped in small groups of not more than 8 students where they will have the opportunity to express creativity through art, and/or engage in active play through cooperative activities with their peers. Palm Lane will keep students and staff safe, while still enjoying these activities by following state, local and school health guidelines and policies.

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 is not engaging in instruction and is at risk of learning loss.]

Pupil and Family engagement will occur on a frequent basis. Since student participation will be taken when the student attends daily synchronous instruction, data regarding absences will be tracked. This will allow Palm Lane administration to contact families of students with frequent absences and hold conferences regarding the consequences of non-student participation. Letters and phone calls will be made to parents according to the preferred language designated by parents stored in our student information system. If engaging students in synchronous instruction becomes such a challenge that students are reluctant to reengage, parents will have the option to place their child on independent study, allowing the student to complete work at a more comfortable pace. Student attendance will be determined by the work that is completed and turned in. Students in independent study will continue to receive lunch and breakfast each day, a set of the school curriculum to keep at home, a laptop, and internet hotspot. All resources and tools that distance learning students receive will also be provided to students on alternative learning plans. Students who are in Special Education whose parents request independent study will continue to receive teletherapy for the services listed in their IEPs.

Virtual, independent parent meetings will be held weekly by teachers with parents during their office hours to discuss the most critically underperforming students. Teachers will share with administration, during weekly PLC meetings, the outcome of any parent meetings or chronic unfavorable student performance, online behavior, or class attendance that required additional remedies. Palm Lane administration will discuss with the parent the expectations of their child and the impending consequences should the issues not be resolved. Parents who need additional outside assistance to address concerning matters/behaviors will be triaged to the correct external sources of support. The Palm Lane administrator will continue to follow-up with the families until the student's needs are met, resulting in favorable student outcomes.

Olive Crest will host parenting classes in both English and Spanish for parents beginning in September 2020. Classes will run for 8 weeks and be held in the evenings. Palm Lane has also formed a partnership with The Raise Foundation and the Manzanita Park Family Resource Center to provide additional family resources. Families will benefit from access to family counseling, access to healthcare resources, access to childcare, and access to food. Through these partnerships, Palm Lane will host pop-up grocery distributions in conjunction with the Manzanita Park Family Resource Center and The Raise Foundation, Saddleback Church of Orange County, and the Orange County Food

Bank. Palm Lane’s primary goal with these partnerships is to ensure students and their families have ongoing access to the necessary resources that will support student success in school.

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.]

Palm Lane’s goal this year was to encourage more students to partake in Palm Lane’s meal program, so we switched to a vendor who offered a wider range of meal selections. We also wanted to ensure that meals remained healthy without compromising taste. We are excited to welcome Better 4 You meals to Palm Lane this year. During distance learning, meals will be distributed once a week to parents, frozen or chilled according to the meal of the day, reducing the amount of visits the parents will need to make to the school. Mealtimes will be staggered to promote social distancing and reduce crowding. Breakfast and Lunch are free to all Palm Lane students, regardless of income, however all families are provided with an application to apply for free and reduced lunch and breakfast.

When Palm Lane enters Phase 2 (Hybrid) of its reopening plan, breakfast and lunch will be served daily. On the days that students physically attend school, they will be sent home with the next day’s breakfast and lunch so that meal service continues on the day of non-in-person instruction. Meals will be provided to each Palm Lane student enrolled including siblings.

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

Section	Description	Total Funds	Contributing
Mental Health and Social-Emotional Well-Being	Purchase of BSN Empowerment Journals so that students can document and discuss social-emotional issues that are affecting them as a result of COVID	\$1,495	Y
Pupil Engagement and Family Outreach	Zoom meetings with parents to discuss matters concerning students related to student achievement during distance learning, student attendance, ways Palm Lane can support students, and other matters parents choose to discuss.	\$0.00	N
School Nutrition	Breakfast and Lunch will be provided weekly to all students at Palm Lane, regardless of income level.	\$190,000	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
35.87%	\$858,967

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.]

Palm Lane does not currently have foster youth, therefore the needs of English Learners and low-income students were the primary groups considered in the process of creating this plan. The instructional strategies, resources, and supports for English Learners and low-income students will thoroughly capture the needs of these unique populations and allow for strategic and purposeful remedies to any needs students encounter that adversely affect students being able to adequately access learning. Through teacher observation of student engagement and behavior during synchronous instruction, the rate of return and quality of student work, the teacher’s interaction with parents, and the lack of engagement by certain students will trigger administrator intervention and parents will be contacted to discuss any concerns and solve problems in a manner that benefits students. Through community partnerships and resources provided by outside agencies such as social emotional support services, housing support and food/clothing support, Palm Lane will ensure that parent needs are addressed quickly and efficiently.

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

Palm Lane does not currently have Foster youth, however if we were to have foster youth, Palm Lane would remain in close contact with the foster family to ensure that at-home resources are adequate which would increase the student’s ability to succeed on school tasks. Palm Lane would connect all foster parent with community organizations, such as the Anaheim Family Resource Center, so that the family has a direct connection to resources should it ever become a need. Palm Lane teachers and staff would ensure that students had access to technology, internet connectivity, school supplies, and learning tools to help them access the school curriculum.

English Learners make up roughly 67% of Palm Lane’s total student body. To ensure that parents remain abreast of the services, resources, and learning outcomes of English Learners, Palm Lane will host 4-6 English Learner Advisory Committee (ELAC) Meetings. During these meetings, parents are encouraged to provide feedback on Palm Lane’s programs and services, make suggestions for ways Palm Lane can improve its English Learner Program, and give suggestions on how funds that affect English Learners should be spent. Teachers also receive monthly professional development on ways to support the academic needs of English Learners. Professional development is

scheduled according to student performance. For example, during grade level PLC meetings at which teachers are discussing and analyzing student outcomes they notice that a percentage of students underperformed, they will receive training and resources on which strategies they could use to help students improve in that area. Once concepts are retaught, teachers meet again to discuss and compare outcomes over time and plan next steps. During Palm Lane's Distance Learning Program, these meetings will occur between teachers virtually. Since the bulk of student work will be completed and turned in via Google Classroom, both teachers in each grade level will have access to all student's performance which will help them to diagnose and treat student deficits as a whole grade level, rather than simply focusing on their own class. By teachers using their personal teaching experiences with suggestions from research and collaborating together on instructional improvements, the rigor of classroom lessons, the quality of support materials, and the ability to reach larger numbers of English Learners in need of learning recovery will be enhanced.

Students who are low-income are also a high-risk group who needs an additional layer of support from the entire school community. Administration helps our low-income students by ensuring parents have access to basic needs such as food, clothing, and housing. We know that having these basic needs will ensure student success at school. Therefore, the administration has established a community of resources that parents may utilize depending on their need. Some of these partnerships are through Olive Crest who provides parenting classes to our parents each year. Palm Lane also refers parents to the Anaheim Family Resource Center where parents can receive direct assistance with basic life needs. Through this partnership, we have helped families to obtain alternative housing, food, and clothing. Parents have also received social-emotional support through Children's Hospital of Orange County on a referral basis from our community partners. Palm Lane provides free lunch and breakfast to all students, regardless of income which has been extremely beneficial in making sure all of our students have access to delicious and nutritious meals, especially our low-income population, on a daily basis. Palm Lane also provides uniform assistance to parents who express a need. Through donations and fundraisers, we provide uniform tops, shirts, shoes, and socks.