

2019–2020 School Accountability Report Card

[Translation Disclaimer](#)

School Accountability Report Card Reported Using Data from the 2019–2020 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Dr. Angela Miller, Principal

- Principal, Palm Lane Elementary Charter



About Our School

I am happy to continue to serve the students at Palm Lane Elementary Charter School during this unprecedented 2020-2021 school year. The strength in our programs and resiliency of our staff has been challenged, however, Palm Lane students continue to meet expectations while doing so safely. Our focus this school year has been on student engagement, academic recovery, targeted English Language Development, and family support. We strive to ensure that students receive high-quality instruction in an environment that promotes positive moral and character development while working towards building 21st Century skills. Our students receive a well-rounded education with a focus on Science, Technology, Engineering, Arts, and Math (STEAM) in a digital learning environment that empowers students and accelerates learning so that students can meet and surpass grade-level standards. Students are expected to successfully meet the California Common Core Standards through instruction that is tailored to meet their unique needs through evidence-based, pedagogical strategies such as inquiry-based science exploration, differentiation, cooperative learning, and the uses multiple methods of assessing students frequently to check for understanding.

The STEAM model Palm Lane uses offers opportunities for students to conceptualize ideas through concrete representations and hands-on, real-world activities. It also encourages the use of higher-order thinking skills to solve problems and apply new knowledge to real-life experiences. This level of thinking and learning allows our students to maximize their creativity, effectively collaborate with peers, demonstrate unparalleled critical thinking, and clearly communicate thoughts and ideas.

Our data-driven decision-making culture is the foundation of our success, as we continuously assess all aspects of our school's program for efficacy, efficiency, and in real-time. Through on-going monitoring and feedback, multiple forms of data are analyzed and used to enhance Palm Lane's programs for both students and staff. Findings from our data analysis are shared with stakeholders (board, staff, parents, students, community) on a regular basis, and are used to adjust the programs Palm Lane offers accordingly. In addition, the findings of our data analysis are used to enhance communication with all stakeholders by sharing with families their child's progress.

At Palm Lane Elementary Charter School, we have created a safe and respectful learning environment. Our Character Education Program, Positive Behavior Intervention and Supports (PBIS), is necessary for students to be able to grow into accountable and responsible citizens through character-building and social skills development. This program includes social and emotional learning, study skills, ways to deal with environmental factors that impede learning, conflict resolution, exercising self-discipline, and promotes college and career readiness. Life and leadership skills themes are integrated into broader school-wide activities including assemblies, field trips, school displays, announcements, and lessons found in the core curriculum.

Palm Lane's STEAM Program has given student's a chance to interact with technology in a way that also builds other academic skills. In Palm Lane's Robotics Lab, students enhance their 21st Century skills by demonstrating their coding abilities using Ozobots and Cubelets. Palm Lane's STEAM lab has been enhanced so that students in grades TK – 6 can use inquiry-based science skills to investigate scientific phenomena, conduct research, and test hypotheses. Discovery kits aligned with the Next Generation Science Standards (NGSS) have been added to our STEAM program to promote collaboration, creativity, critical thinking, and communication.

Palm Lane has instructional aides at every grade level who work with the classroom teacher to identify student needs and design small-group activities that help to develop deficit skill areas or provide enrichment. During in-person instruction, Palm Lane's daily schedule begins with one hour of school-wide universal access time where students receive additional support in Language Arts, Math, or English Language Development (ELD). Additionally, all TK-6th grade teachers have a dedicated writing block built into their daily schedule where teachers use the Writing Units of Study to teach students systematic writing skills at all grade levels. We look forward to enhancing our Language Arts program by adding Reading Units of Study in Fall 2021.

Since August 2020, our distance learning program had allowed students to continue to receive daily, direct instruction in core subject areas. Our school schedules have been strategically designed to allow students to receive at least 90 minutes per day of Language Arts Instruction, 90 Minutes of Math instruction, and 45-60 minutes of English Language Development. Additionally, each teacher has an additional hour built into their daily schedule in the afternoons to Wednesday morning, students receive Social-Emotional, Social Studies, and Science/STEM instruction. In the afternoons, teachers meet in PLCs to vertically or horizontally plan, attend trainings and meetings, or individually plan instruction for their students.

Parent participation is also the pinnacle to Palm Lane's success. Parents are invited to actively and regularly engage in their child's academic experiences. During normal, in-person learning, parents are invited to volunteer in their child's classroom, attend school-wide events and support programs that Palm Lane provides to its students. The commitment between Palm Lane and its parent groups ensures that the connection between home and school is continuous and supportive. We have been committed to ensuring our families continue to have access to food and other much-needed resources during our distance learning program. Prior to December 2020, we have partnered with community organizations to host food drives and parenting classes. We also have a community feeding program to provide 7 days of breakfast and lunch for any child under 18 in our school community. To further ensure students have access to full, high-quality meals, we continued to serve our families during all school holidays and breaks. Having a dedicated teaching staff, committed support staff, and an active parent population makes Palm Lane a wonderful place to serve and learn. The students at Palm Lane are pioneers in their own time as they navigate through these unprecedented times will remaining committed to being respectful and responsible. I am humbled and fortunate to serve as Palm Lane's principal, and I look forward to continuing to provide high-quality service and leadership to our students.

Warm Regards,
 Dr. Angela L. Miller, Principal
 Palm Lane Elementary Charter School

Contact

Palm Lane Elementary Charter
 1646 West Palm Ln.
 Anaheim, CA 92802-2007

Phone: 657-223-0648
 Email: info@palmlanecharterschool.org

About This School

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)	
District Name	Anaheim Elementary
Phone Number	(714) 517-7500
Superintendent	Christopher Downing, Ed.D.
Email Address	cdowning@aesd.org
Website	http://www.aesd.org

School Contact Information (School Year 2020–2021)	
School Name	Palm Lane Elementary Charter
Street	1646 West Palm Ln.
City, State, Zip	Anaheim, Ca, 92802-2007
Phone Number	657-223-0648
Principal	Dr. Angela Miller, Principal

Email Address info@palmlanecharterschool.org

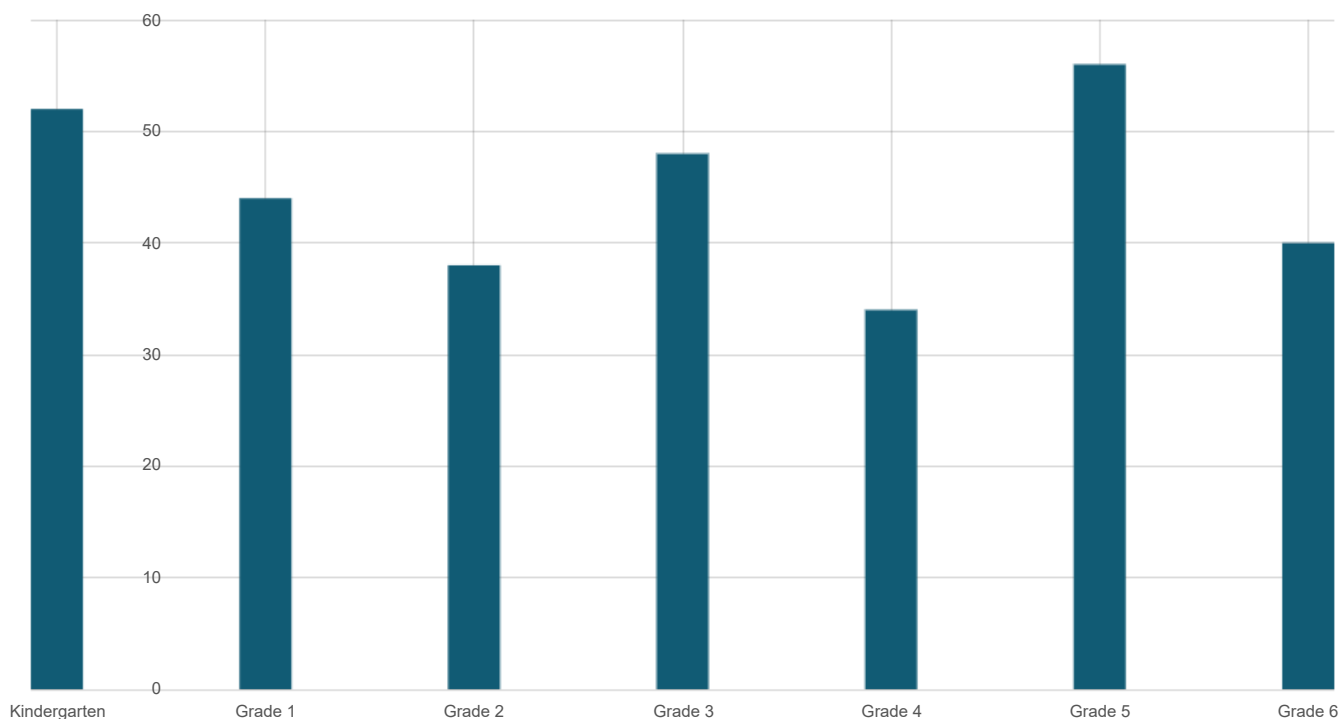
Website www.palmlanecharterschool.org/

County-District-School (CDS) Code 30664236027379

Last updated: 1/4/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total Enrollment
Number of Students	52	44	38	48	34	56	40	312



Last updated: 1/4/2021

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Black or African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Native Hawaiian or Pacific Islander
Percent of Total Enrollment	3.80 %	0.30 %	1.30 %	1.00 %	86.20 %	1.90 %
Student Group (Other)	Socioeconomically Disadvantaged	English Learners	Students with Disabilities	Foster Youth	Homeless	
Percent of Total Enrollment	88.10 %	64.40 %	11.50 %	%	%	

State Priority: Basic

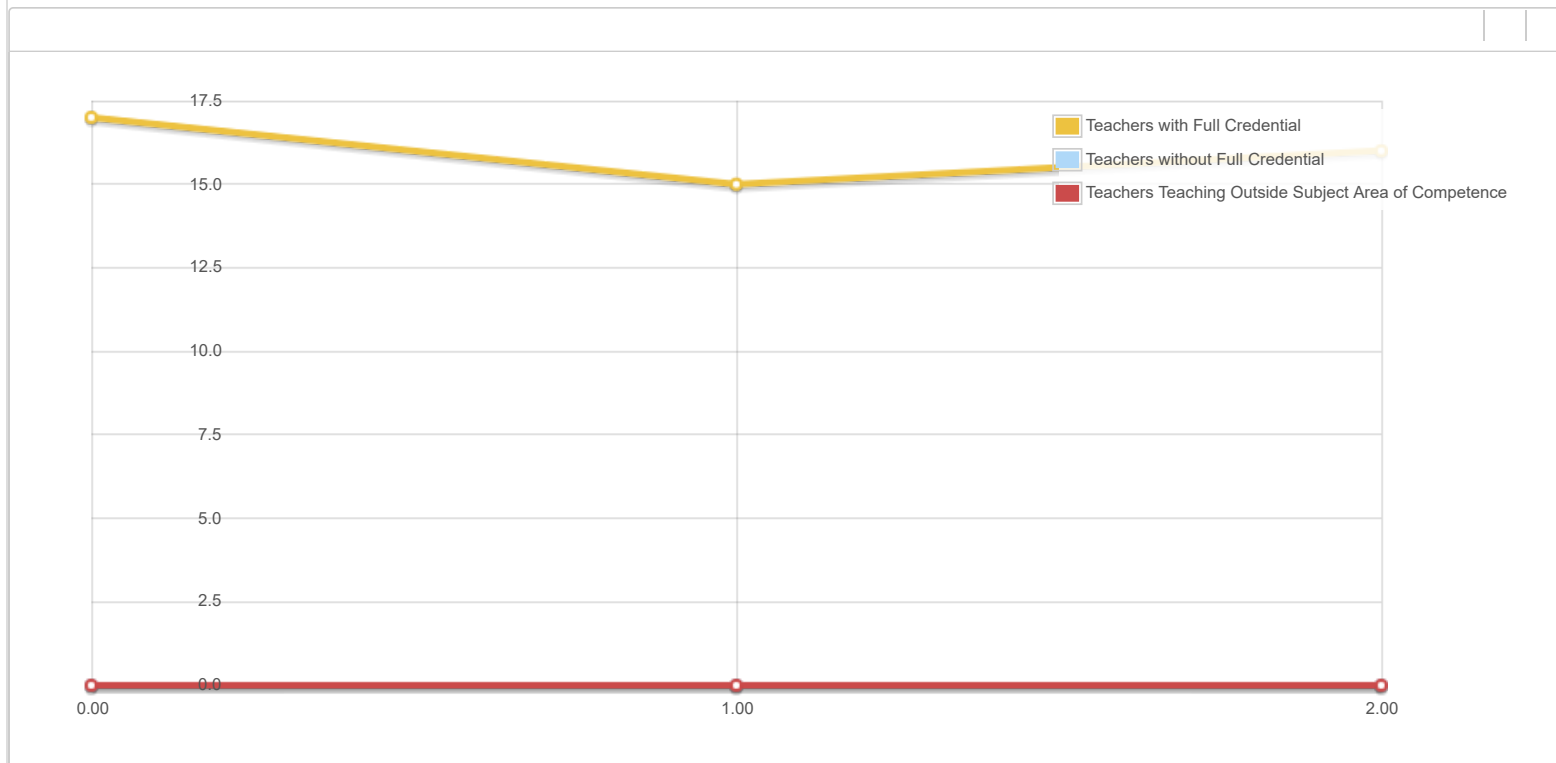
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

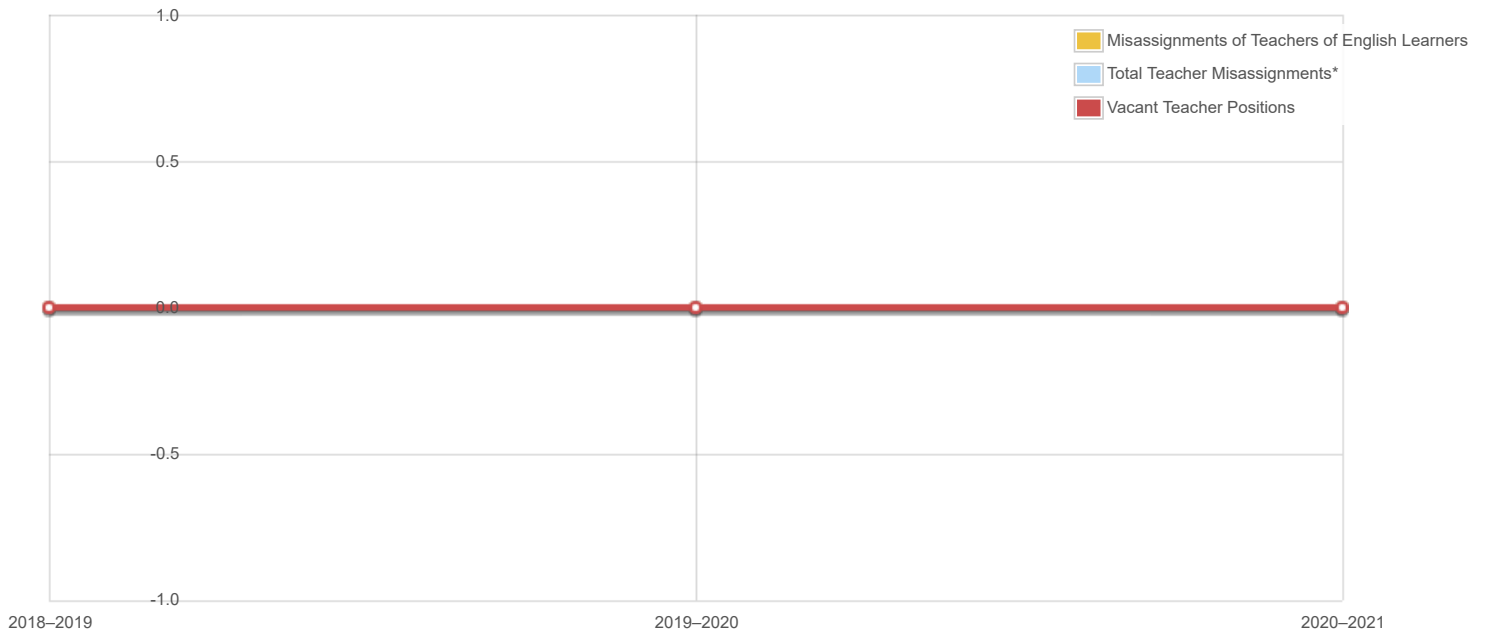
Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	17	15	16	16
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/5/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: August 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy		
Reading/Language Arts	Grade Kindergarten				
	National Geographic Learning (2018). Reach for Reading K Practice Books. Cengage;	Yes	0.00 %		
	MY NGConnect Online teacher and student licenses; various additional support instructional materials included.				
	Grade 1				
	National Geographic Learning (2018). Reach for Reading 1 Practice Books. Cengage;				
	MY NGConnect Online teacher and student licenses; various additional support instructional materials included.				
	Grade 2				
	National Geographic Learning (2018). Reach for Reading 2 Practice Books. Cengage;				
	MY NGConnect Online teacher and student licenses; various additional support instructional materials included.				
	Grade 3				
	National Geographic Learning (2018). Reach for Reading 3 Practice Books. Cengage;				

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>MY NGConnect Online teacher and student licenses; various additional support instructional materials included.</p> <p style="text-align: center;">Grade 4</p> <p>National Geographic Learning (2018). Reach for Reading 4 Practice Books. Cengage;</p> <p>MY NGConnect Online teacher and student licenses; various additional support instructional materials included.</p> <p style="text-align: center;">Grade 5</p> <p>National Geographic Learning (2018). Reach for Reading 5 Practice Books. Cengage;</p> <p>MY NGConnect Online teacher and student licenses; various additional support instructional materials included.</p> <p style="text-align: center;">Grade 6</p> <p>National Geographic Learning (2018). Reach for Reading 6 Practice Books. Cengage;</p> <p>MY NGConnect Online teacher and student licenses; various additional support instructional materials included.</p>		

Mathematics	<p>Grade K: <i>Go Math!</i> California Premium Teacher Resource Package Print with Digital License.</p> <p style="text-align: center;">Grade: Kindergarten</p> <p>Material Type: Student Materials Format: Mixed Kits ISBN-13/EAN: 9780544492240 ISBN-10: 0544492242 Product Code: 1603508 National/State: California Copyright Year: 2015</p> <p style="text-align: center;">Grade: 1</p> <p>Material Type: Student Materials Format: Mixed Kits ISBN-13/EAN: 9780544492264 ISBN-10: 0544492269 Product Code: 1603510 National/State: California Copyright Year: 2015</p> <p style="text-align: center;">Grade: 2</p> <p>Material Type: Student Materials Format: Mixed Kits ISBN-13/EAN: 9780544492288 ISBN-10: 0544492285 Product Code: 1603512 National/State: California Copyright Year: 2015</p> <p style="text-align: center;">Grade: 3</p> <p>Material Type: Student Materials Format: Mixed Kits ISBN-13/EAN: 9780544492301 ISBN-10: 0544492307 Product Code: 1603514</p>	Yes	0.00 %
-------------	--	-----	--------

National/State: California

Copyright Year: 2015

Grade: 4

Material Type: Student Materials

Format: Mixed Kits

ISBN-13/EAN: 9780544492325

ISBN-10: 0544492323

Product Code: 1603516

National/State: California

Copyright Year: 2015

Grade: 5

Material Type: Student Materials

Format: Mixed Kits

ISBN-13/EAN: 9780544492349

ISBN-10: 054449234X

Product Code: 1603518

National/State: California

Copyright Year: 2015

Grade: 6

Material Type: Student Materials

Format: Mixed Kits

ISBN-13/EAN: 9780544492363

ISBN-10: 0544492366

Product Code: 1603520

National/State: California

Copyright Year: 2015

Go Math! California Premium Student Resource Package

(Grades

K-6th)

Grade: Kindergarten

Material Type: Resource Materials

Format: Mixed Kits

ISBN-13/EAN: 9780544489585

ISBN-10: 0544489586

Product Code: 1603452

National/State: California

Copyright Year: 2015

Grade: 1

Material Type: Resource Materials

Format: Mixed Kits

ISBN-13/EAN: 9780544489608

ISBN-10: 0544489608

Product Code: 1603454

National/State: California

Copyright Year: 2015

Grade: 2

Material Type: Resource Materials

Format: Mixed Kits

ISBN-13/EAN: 9780544489622

ISBN-10: 0544489624

Product Code: 1603456

National/State: California

Copyright Year: 2015

Grade: 3

Material Type: Resource Materials

Format: Mixed Kits

ISBN-13/EAN: 9780544489646

ISBN-10: 0544489640

Product Code: 1603458

National/State: California

Copyright Year: 2015

Grade: 4

Material Type: Resource Materials

Format: Mixed Kits

Subject	Textbooks and Other Adoption Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	<p>ISBN-13/EAN: 9780544489660 ISBN-10: 0544489667 Product Code: 1603460 National/State: California Copyright Year: 2015 Grade: 5 Material Type: Resource Materials Format: Mixed Kits</p> <p>ISBN-13/EAN: 9780544489684 ISBN-10: 0544489683 Product Code: 1603462 National/State: California Copyright Year: 2015 Grade: 6 Material Type: Resource Materials Format: Mixed Kits</p> <p>ISBN-13/EAN: 9780544489707 ISBN-10: 0544489705 Product Code: 1603464 National/State: California Copyright Year: 2015</p>		
Science	<p>Grades Kindergarten - 5th Grades: TCi (2018). Bring Science Alive! Exploring Science Practices. Publisher Website: https://www.teachtci.com/social-studies/elementary-school/</p> <p>Grade 6: TCi (2018). Bring Science Alive! Cells and Genetics. TCi (2018). Bring Science Alive! Adaptations. TCi (2018). Bring Science Alive! Ecosystems. TCi (2018). Bring Science Alive! Space. TCi (2018). Bring Science Alive! Planet Earth. TCi (2018). Bring Science Alive! Weather and Climate. TCi (2018). Bring Science Alive! Matter. TCi (2018). Bring Science Alive! Waves. TCi (2018). Bring Science Alive! Forces and Energy. Publisher Website.: https://www.teachtci.com/social-studies/middle-school-social-studies/</p>	Yes	0.00 %
History-Social Science	<p>Grade Kindergarten: TCi (2018). Social Studies Alive! Me and My World.</p> <p>Grade 1: TCi (2018). Social Studies Alive! My School and Family.</p> <p>Grade 2: TCi (2018). Social Studies Alive! My Community.</p> <p>Grade 3: TCi (2018). Social Studies Alive! Our Community and Beyond.</p> <p>Grade 4: TCi (2018). Social Studies Alive! Regions of Our Country.</p> <p>Grade 5: TCi (2018). Social Studies Alive! America's Past. Publisher Website: https://www.teachtci.com/social-studies/elementary-school/</p> <p>Grade 6: TCi (2018). History Alive! The Ancient World. Publisher Website: https://www.teachtci.com/social-studies/middle-school-social-studies/</p>	Yes	0.00 %
Foreign Language	NA		0.00 %
Health	NA		0.00 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/5/2021

School Facility Conditions and Planned Improvements

The Palm Lane Elementary Charter School campus is in very good condition. All major building systems including gas, water, sewer, and electrical are in good condition. Major mechanical systems including lighting, air conditioning, and heating are functioning normally. Floors, ceilings, walls, and windows are all in good condition. No missing tiles, graffiti, damaged walls, or peeling paint are visible. All student and staff eating areas are kept extremely clean. Pest or vermin infestation is not evident nor observed. Restrooms are cleaned regularly and stocked with paper towels and soap as needed. Drinking fountains are all working normally and have no leaks. There are fire extinguishers and safety signs all within regulation. All custodial equipment and supplies are compliant and stored in locked cabinets or closets. Fire and safety systems are all functioning normally. The school has emergency plans for fire, earthquake, and lockdown situations. The campus gates are all in good repair and the parking lot is clear and able to accommodate all parking needs and emergency vehicles if required. Palm Lane replaced portions of rubber under the apparatus on the large playground. Palm Lane also had installed a single-point-of-entry so that all visitors must enter the campus through the main office and be officially checked in.

Last updated: 1/5/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Single-point-of-entry gate installed at the front of the school requiring all visitors to check in to the main office, increasing campus security.

Overall Facility Rate

Year and month of the most recent FIT report: December 2020

Overall Rating	Good
----------------	------

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	32.0%	N/A	34.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	33.0%	N/A	28.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/5/2021

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/5/2021

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	16	N/A	18	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/5/2021

CAASPP Tests Results in Science by Student Group

Grades Five, Eight and High School (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/5/2021

Career Technical Education (CTE) Programs (School Year 2019–2020)

NA

Last updated: 1/5/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.00%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.00%

Last updated: 1/5/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2018–2019 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

State Priority: Other Pupil Outcomes

Last updated: 1/5/2021

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019–2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/5/2021

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Parent participation is a cornerstone of our success at Palm Lane Elementary Charter School and we encourage parents to be a part of our school programs. The following information, as further delineated in the school's Charter Petition (2018) and Board approved Volunteer Handbook (2019), provides examples as to how parents can become involved in Palm Lane's programs and activities.

PARENT INVOLVEMENT

Palm Lane Elementary Charter School believes that parent involvement translates into increased student achievement. Palm Lane Elementary Charter School encourages, honors, and respects parent voice. Parent involvement and the inclusion of the parent voice is essential and is ensured in the following ways:

- School-parent meetings are held virtually while the school is in session and more frequently as necessary in order to facilitate the communication process between parents and the governing board
- Virtual Afternoons With The Principal meetings are held once a month for parents
- Meetings with staff and administration for report card conferences are held in the fall and spring
- A parent satisfaction survey is sent home and collected to obtain a sense of parent and student satisfaction
- English Learner Advisory Committee (ELAC): The ELAC is composed of parents or guardians of EL students, and others, and is responsible for advising the Principal and staff in the development of programs and services for English Learners. The ELAC is also responsible for assisting in the development of the school needs assessment, language census, and ways to make parents aware of the importance of regular school attendance. ELAC meetings are conducted virtually 4 times a year.

VOLUNTEER OPPORTUNITIES

During the 2020-2021 school year, volunteer opportunities at Palm Lane have been suspended due to the Coronavirus Pandemic. In a normal school year, service opportunities may include but are not limited to assistance in classrooms, tutoring, supervision, clerical support, supervision of student field trips, and supporting and organizing parent meetings. Parents will determine the type of work they may contribute to the educational development of the children based on their own particular interests, strengths, and free time.

Volunteer Opportunities at Palm Lane:

- Regularly scheduled classroom help
- School-wide Events

- Parent Classes
- Field trips
- Special events
- Membership on Board of Directors
- Support for students during non-instructional times

Last updated: 1/5/2021

State Priority: Pupil Engagement

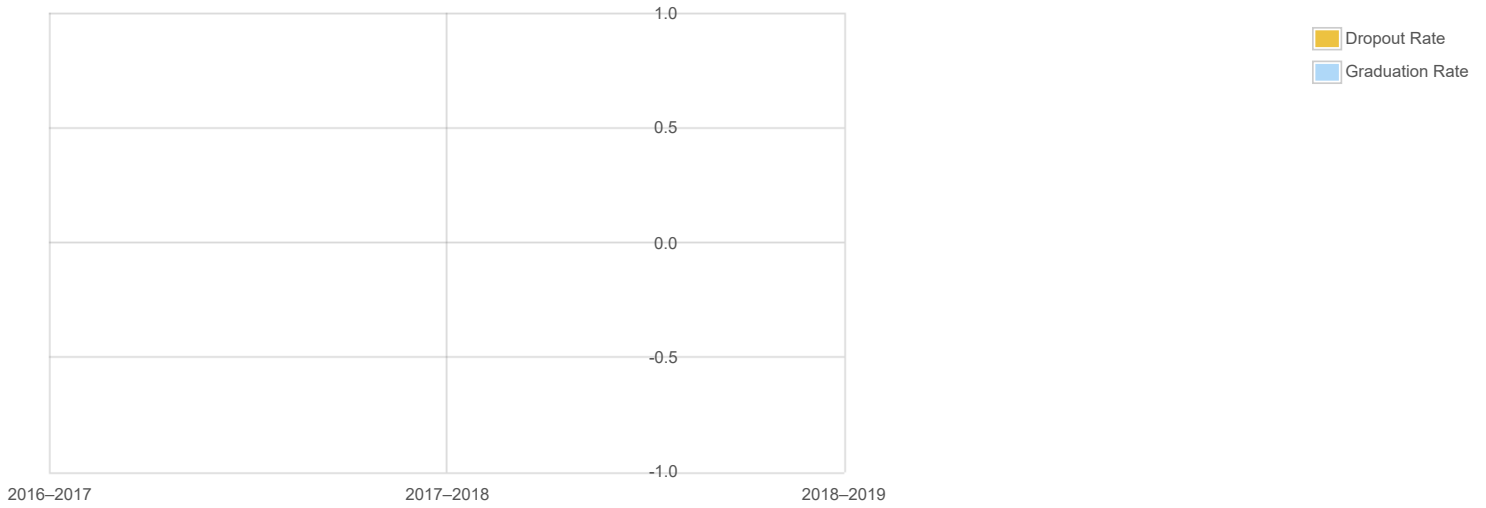
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019
Dropout Rate	--	--	--	--	--	--	9.10%	9.60%	9.00%
Graduation Rate	--	--	--	--	--	--	82.70%	83.00%	84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/5/2021

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	Suspensions	Expulsions
School 2017–2018	3.50%	0.10%
School 2018–2019	1.80%	0.00%
District 2017–2018	0.40%	0.00%
District 2018–2019	3.50%	0.10%
District 2018–2019	3.50%	0.10%

**State
2017–2018**

Suspensions and Expulsions for School Year 2019–2020 Only

State (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	Suspensions	Expulsions
School 2019–2020	1.60%	0.00%
District 2019–2020	0.00%	0.00%
District 2019–2020	--	--

**State
2019–2020**

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/7/2021

School Safety Plan (School Year 2020–2021)

The safety of each student is a priority at Palm Lane Elementary Charter School. The school's administration and campus safety teams work diligently to ensure that all staff members are equipped with the necessary knowledge and procedures for an emergency as delineated in the Palm Lane Elementary School Safety Operations Plan (2019). The emergency plan follows the steps as recommended in the Guide for Developing High-Quality School Emergency Operations Plan (FEMA, 2013). The school Palm Lane's School Safety Plan is presented to the Palm Lane Board of Education for approval in February of each year.

Last updated: 1/5/2021

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) School Year (2017–2018)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	25.00	28.00	29.00	27.00	25.00	28.00	24.00	
Number of Classes * 1-20	1							
	3	3	4	3	3	4		
Number of Classes * 21-32								

Number of Classes * * Number of classes indicates how many classes fall into each size category (a range of total students per class).

33+

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	21.00	22.00	29.00	28.00	22.00	47.00	28.00	27.00
Number of Classes * 1-20	2				1			
	2	2	2	1			2	1
Number of Classes * 21-32	2				2	1		

**Number of Classes *
33+** * Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level	K	1	2	3	4	5	6	Other**
Average Class Size	17.00	22.00	19.00	24.00	17.00	19.00	20.00	
Number of Classes * 1-20	2		2		2	3	1	
	2	2		2				
Number of Classes * 21-32	1						1	

**Number of Classes *
33+**

* Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Last updated: 1/5/2021

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

**Number of Classes *
23-32** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Number of Classes *
33+**

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes * 1-22				

**Number of Classes *
23-32** * Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Number of Classes *
33+**

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

Subject	English	Mathematics	Science	Social Science
Average Class Size				
Number of Classes *				
1-22				

Number of Classes *
23-32

Number of Classes *
33+

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/5/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

Title	Ratio
Pupils to Academic Counselor*	0.0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/5/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.15
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.00
Other	

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/5/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10702.00	\$1828.00	\$8874.00	\$56293.00
District	N/A	N/A	\$10702.00	\$90925.00
Percent Difference – School Site and District	N/A	N/A	0.00%	--
State	N/A	N/A	\$7750.12	\$84183.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/7/2021

Types of Services Funded (Fiscal Year 2019–2020)

Palm Lane offers additional programs beyond the traditional K-6 model. Palm Lane's Transitional Kindergarten program allows select 5-year-olds the opportunity to have an additional year of kindergarten readiness. This gives students ample time to transition more smoothly into Kindergarten after having a year to acquire basic Kinder-readiness skills. Palm Lane uses general funds, Title I, and Title III funds to provide support to its Transitional Kindergarten program.

Palm Lane also offers a free after school program that is open to all students in Grades T K-6, Monday - Friday immediately after school until 5:30 p.m. T his program provides homework help, a nutritious snack and time for students to engage in extracurricular activities. This program is run by highly-qualified staff. T his program is funded through General and Title I Funds.

Robotics and STEAM (Science, Technology, Engineering, Arts, and Math) are pinnacle additions to Palm Lane's instructional program. Using small robots called Cube lets and Oz bots, students in grades T K-6 learn and practice how to code, solve problems, collaborate, and present ideas. T these tasks not only teaches students how to think critically but also provides additional opportunities to practice math skills. Palm Lane also uses Meet the Masters to teach students about Art. Students learn about past artists, and they are provided with art materials to reproduce the art that they learn about. These programs are funded through Title I and PCSGP Funds.

Palm Lane staff are dedicated to ensuring that student achievement is maximized and students have access to additional resources beyond the CORE curriculum to improve learning. English Learners comprise over 65% of Palm Lane's student body. Using Lexia and PowerUP reading intervention, English Learners are given an additional hour a day to build reading skills. Additionally, Palm Lane uses ST Math to supplement the CORE math curriculum w where students can practice math skills.

To address the need for a school-wide character development program, Palm Lane is in the development phase of Positive Behavior Intervention and Supports (PBIS). A team of teachers, as well as administration, attend professional development at the Orange County Office of Education as part of its Year 1 development of the program. PBIS will be fully in place at the beginning of the 2020-2021 school year. The goal of this program is to eliminate bullying, encourage positive behavior, and be proactive, rather than reactive, when dealing with student discipline concerns.

All learners at Palm Lane have access to high-quality instruction. Palm Lane's RSP Program is designed to ensure that students who need additional learning and behavioral supports are given opportunities to access the curriculum and enjoy all of the programs that Palm Lane offers with barriers. We contract with outside providers to provide psychological, speech, and counseling services in support of student IEP goals.

So that we can ensure no student's needs are unmet, Palm Lane has a Student Study/Success Team whose sole mission is to work with teachers to identify student concerns well in advance of those concerns turning into barriers to learning. The SST team meets up to 3 times a year for each student identified to set goals, monitor progress on goals, get feedback from parents and teachers, and put supports and systems in place to help students succeed.

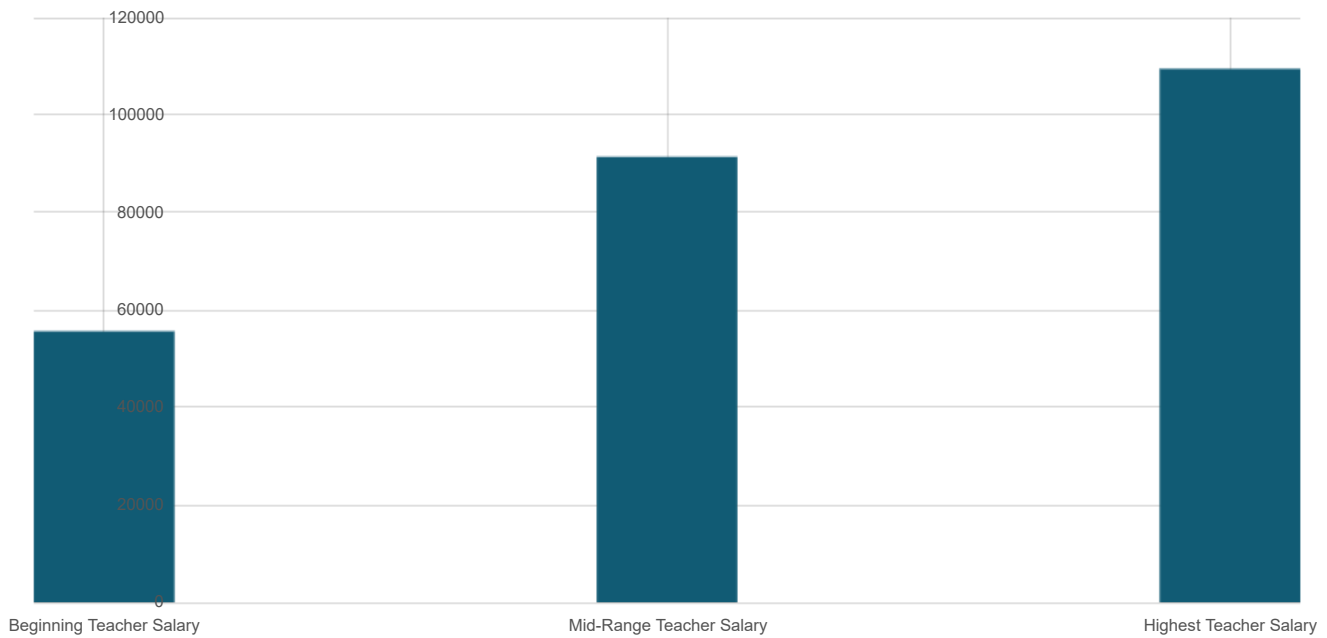
Last updated: 1/5/2021

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,650	\$51,004
Mid-Range Teacher Salary	\$91,456	\$82,919
Highest Teacher Salary	\$109,521	\$104,604
Average Principal Salary (Elementary)	\$135,945	\$131,277
Average Principal Salary (Middle)	\$	\$136,163
Average Principal Salary (High)	\$	\$128,660
Superintendent Salary	\$281,801	\$230,860
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Average Principal Salary (Elementary)

Average Principal Salary (Middle)

Average Principal Salary (High)

Last updated: 1/5/2021

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses 0.00%

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Last updated: 1/5/2021

Professional Development

Measure	2018–2019	2019–2020	2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	9	7	11

Questions: SARC TEAM | sarc@cde.ca.gov | 916-319-0406

California Department of Education
1430 N Street
Sacramento, CA 95814