

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Park Dale Lane Elementary School

Address: 2050 Park Dale Lane, Encinitas CA 92024-4324 Phone: (760) 944-4344
Principal: Gail Patterson Grade Span: K - 6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Encinitas Union School District serves the City of Encinitas and the La Costa area of Carlsbad in North San Diego County. The District began with a one room school, built in 1883. Presently, the District consists of nine elementary schools. All of the District's schools have been recognized as California Distinguished Schools, and La Costa Heights, Flora Vista, and Olivenhain Pioneer have been recognized as National Blue Ribbon Schools.

The Park Dale Lane Elementary School community is located in the eastern section of the City of Encinitas and serves approximately 650 Kindergarten through sixth grade students. Park Dale Lane Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and engaging learning experience. The school has developed educational programs designed to provide students the opportunity to explore their creativity while developing a strong academic foundation. The dedication of Park Dale Lane Elementary School's staff, parents, and community to excellence for their students has resulted in the school's California Distinguished School status.

Student Enrollment

Group	Enrollment
Number of students	664
African American	0.6 %
American Indian or Alaska Native	0.15 %
Asian	4.52 %
Filipino	0.45 %
Hispanic or Latino	27.41 %
Pacific Islander	0.6 %
White (not Hispanic)	65.81 %
Multiple or No Response	0.45 %
Socioeconomically Disadvantaged	17 %
English Learners	15 %
Students with Disabilities	12 %

Teachers

Indicator	Teachers
Teachers with full credential	35
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Park Dale Lane Elementary School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1975 and currently include a library, multipurpose room, staff lounge, 24 permanent classrooms, eight portable classrooms, and two playgrounds.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Health	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4147
District	\$4622
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	67 %
Mathematics	60%
5 th Grade Science	55 %

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	839
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	Not in PI

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

School		District	
School Name	Park Dale Lane Elementary	District Name	Encinitas Union Elementary
Street	2050 Park Dale Lane	Phone Number	(760) 944-4300
City, State, Zip	Encinitas, CA 92024-4324	Web Site	www.eusd.net
Phone Number	(760) 944-4344	Superintendent	L. King
Principal	Gail Patterson	E-mail Address	ewallace@eusd.net
E-mail Address	gpatterson@eusd.net	CDS Code	37-68080-6095046

School Description and Mission Statement

As Principal, I have the unique privilege of introducing you to the annual School Accountability Report Card for Park Dale Lane Elementary School. Whether student, parent, staff, or community member, the data contained within these pages will prove useful informing you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only a means of complying with State Legislature, but an opportunity to publish the accomplishments we take great pride in sharing, and set forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities. Thank you for helping Park Dale Lane change with the times and maintain flexibility in this and future generations.

We at Park Dale Lane are committed to the success of all our children. It is the involvement and encouragement of the entire community which stimulates that success.

Our mission, then, is to provide our children with the desire, purpose, and resources to produce their best efforts in all they do throughout their lives. Guided by our vision, our program will reflect the needs and diversity of all children through curriculum and instructional strategies which challenge students to reach their greatest potential. We recognize and accept our responsibility for proactive involvement in the development of programs which evolve beyond the State and District guidelines. Towards that end, innovation is encouraged, accountability is required, and evaluation is ongoing.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Park Dale Lane School. Numerous programs and activities are enriched by generous contributions made by the Parent Teacher Association (PTA), Encinitas Education Foundation (EEF), and many community/business organizations.

Park Dale Lane Elementary School offers a variety of events, programs, and activities throughout the school year that allow parents to become actively involved in their child's school and education. The following are some of the activities and events at Park Dale Lane Elementary School that are open to parents and family members:

Opportunities for Parental Involvement, Con't.

- Back to School Night
- Principal's Chats
- Kindergarten Social
- Arts Attack
- 6th Grade Promotion
- Open House
- Field Trips
- Study Buddies
- School-wide Reading Challenge
- Music Programs K-6
- Red Ribbon Week
- End of Year Fiesta
- Service Learning
- Geography Club
- Kindergarten Coffee
- Turn Off TV Week
- Variety Show
- World of Difference Week
- Studio Nights
- Ice Cream Social
- Bike Safety Rodeo
- Book Fair
- Restaurant Nights
- Math Club
- Comedy Night
- Star of India Overnight

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	90
Grade 2	79
Grade 3	82
Grade 4	93
Grade 5	121
Grade 6	108
Total Enrollment	664

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.6 %	White (not Hispanic)	65.81 %
American Indian or Alaska Native	0.15 %	Multiple or No Response	0.45 %
Asian	4.52 %	Socioeconomically Disadvantaged	17 %
Filipino	0.45 %	English Learners	15 %
Hispanic or Latino	27.41 %	Students with Disabilities	12 %
Pacific Islander	0.6 %		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.2	5			19.0	6			18.2	6		
1	18.2	5			19.7	3			19.8	3	1	
2	19.0	4			19.5	4			19.5	4		
3	19.2	6			19.8	4			19.3	4		
4	30.3		3		30.0		4		30.3		4	
5	32.0		2		29.0		3		28.0		3	
6	30.8		4		30.7		3		29.0		5	
K-3	19.0	1			18.5	2			19.5	2		
3-4	28.0		1		30.0		1					
4-8	30.0		1		29.0		2		29.0		1	
Other												

Participation in the Class Size Reduction Program

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

II. School Climate

School Safety Plan

Safety of students and staff is a primary concern of Park Dale Lane Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's Disaster Preparedness Plan includes steps for ensuring student and staff safety during a disaster. Fire drills are conducted on a monthly basis throughout the school year. Earthquake and disaster drills are held once each year. Monitoring of school grounds is performed by noon supervisors and assigned staff before, during, and after school. All visitors must sign in at the office, obtain a visitor's pass, and sign out upon leaving.

The Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include the following: child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy.

Park Dale Lane Elementary School reviews the plan annually and updates it as needed. The plan was last updated in May, 2007 and reviewed with school staff at that time. Safety meetings are held four times per year at the District and once per month at the school site. A copy of the Safety Plan is available to the public at the school office.

School Discipline Practices

A warm, nurturing atmosphere and an effective learning program provide the basis for Park Dale Lane Elementary School's discipline program. The entire school staff supports an environment that encourages well-behaved students who are focused on learning.

Students learn self-discipline through consistent, fairly administered rules. School rules are shared with students and parents through a handbook at the beginning of the school year. Newsletters sent out throughout the school year keep parents informed regarding school policies, upcoming events, and student achievement. Teachers develop their own individual classroom rules and expectations.

The school's Behavior Plan focuses on four guiding principles and sets the behavioral standards at Park Dale Lane Elementary School. The program establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as behavioral consequences to further develop personal growth. For conflict resolution and peer mediation, the school has implemented the Peaceful Playgrounds program to help students resolve issues on their own.

Positive incentives reward students for citizenship and achievement. Teachers and staff members present certificates to students to recognize positive behavior and academic accomplishment. Other awards, activities, honors, and programs include:

- Park Dale Lane dollars
- Notes of praise sent home
- Principal visits
- Classroom incentives

The Suspensions and Expulsions table below displays the percentage of incidents at the school and in the district. Expulsions occur only when required by law or when all other alternatives have been exhausted.

III. School Facilities

School Facility Conditions and Improvements

Park Dale Lane School provides a safe, clean environment for students, staff, and volunteers. School facilities were built in 1975 and currently include a library, multipurpose room, staff lounge, 24 permanent classroom, eight portable classrooms, and two playgrounds. A full site inspection was conducted in March 2007, no corrective action planned or taken.

Safety concerns are the number one priority of maintenance and operations. Maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

School Facility Good Repair Status

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	N/A			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	33	33	35	299
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0

Substitute Teacher Availability

The District does not experience difficulty finding available substitute teachers to fill vacancies. Encinitas Union School District hires from the North Coastal Substitute Teacher Consortium's pool of substitutes. In the rare event a substitute is not available, administrators or other credentialed staff members fill the role of the substitute.

Teacher Evaluation Process

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the State's evaluation criteria and District policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated once every two years. Evaluations are conducted by the Principal who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are based on the California Standards for the Teaching Professional: engaging and supporting all students in learning, understanding and organizing subject matter for student learning, assessing student learning, creating and maintaining effective environments for student learning, developing as a professional educator, planning instruction and designing learning experiences for all students.

V. Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Library Media Teacher (Librarian)	N/A	N/A
Library Media Services Staff	.50	N/A
Psychologist	*	N/A
Social Worker	N/A	N/A
Nurse	*	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	2.0	N/A

* Services provided by the District on an as needed basis.

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Good quality, 2003 adoption, Houghton Mifflin Reading K-6, sufficient quantity	0
Mathematics	Good quality, 2001 adoption, McGraw Hill, K-6, sufficient quantity.	0
Science	Good quality, 2001 adoption, Harcourt, K-5; Prentice Hall, 6 th , sufficient quantity	0
History-Social Science	Good quality, 2006 adoption Harcourt, K-6 sufficient quantity.	0
Health	Excellent quality, 2005 adoption, MacMillan/McGraw Hill, K-6, sufficient quantity.	0

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4334	\$187	\$4147	\$59828
District	N/A	N/A	\$4622	\$63766
Percent Difference – School Site and District	N/A	N/A	10.3%	6.2%
State	N/A	N/A	\$4943	\$61005
Percent Difference – School Site and State	N/A	N/A	16.1%	1.9%

Types of Services Funded

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs. For the 2005-2006 school year, the District received approximately \$1482 per student in Federal and State aid for the following categorical, special education, and support programs: Peer Assistance and Review, Special Education, Special Education Transportation, Safe & Drug Free Schools, Gifted and Talented Education, School Improvement Program, Economic Impact Aid, Instructional Materials, and Class Size Reduction.

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35551	\$39984
Mid-Range Teacher Salary	\$58593	\$63798
Highest Teacher Salary	\$80976	\$79204
Average Principal Salary (Elementary)	\$103263	\$99820
Superintendent Salary	\$165000	\$158484
Percent of Budget for Teacher Salaries	47.5 %	43.0 %
Percent of Budget for Administrative Salaries	6.3 %	5.4 %

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	69	68	67	72	74	73	40	42	43
Mathematics	71	72	60	75	77	75	38	40	40
Science	79	54	55	64	63	67	27	35	38
History-Social Science							32	33	33

CST Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	82	65	*	
Filipino	*	*		
Hispanic or Latino	43	36	24	
Pacific Islander	*	*	*	
White (not Hispanic)	77	69	70	
Male	63	61	55	
Female	72	58	55	
Economically Disadvantaged	39	31	24	
English Learners	29	18	5	
Students with Disabilities	36	24	32	
Students Receiving Migrant Education Services	*	*	*	

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	60	66	57	63	66	69	41	42	42
Mathematics	67	86	62	73	78	77	52	53	53

NRT Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	26	35
Pacific Islander	*	*
White (not Hispanic)	71	75
Male	53	66
Female	62	60
Economically Disadvantaged	28	28
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	38.1

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	9	9	9
Similar Schools	4	6	4

API Changes by Student Group – Three-Year Comparison

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	30	0	-27	839
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	35	-2	-15	721
Pacific Islander				
White (not Hispanic)	38	4	-19	887
Socioeconomically Disadvantaged	57	-50	-11	699
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at

<http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	10.0

XI. Instructional Planning and Scheduling

School Instruction and Leadership

Leadership at Park Dale Lane Elementary School is a responsibility shared between District Administration, the Principal, instructional staff, students, and parents. All members of the school community are committed to a shared school-wide vision, which creates a strong foundation toward academic success for all students. Dr. Gail Patterson has been leading Park Dale Lane Elementary School since 2002, and holds a Doctorate in Educational Leadership. The Principal oversees the day-to-day operations of the school. Coordinating with the Principal is the School Site Council, which meets monthly to focus on school-wide curricular and administrative issues.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the Educational Plan to ensure instructional programs are consistent with students' needs and comply with District goals. These committees include the following:

- School Site Council (SSC)
- Leadership Team (grade-level representatives)
- Student Study Teams (SST)
- Parent Teacher Association (PTA)
- Encinitas Educational Foundation (EEF)

Professional Development

The District offers district-wide staff development incorporating Differentiation in the General Classroom training, and staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum teaching strategies, and methodologies. Summer Institutes in 2006 included four strands: Helping All Children Succeed; SPARK Physical Education; Integrating Technology into Instruction; and Differentiating Instruction.

The District participates in the State-Sponsored Beginning Teachers Support and Assessment (BTSA) program. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

Instructional Minutes

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	54,510	36,000
1	54,510	50,400
2	54,510	50,400
3	54,510	50,400
4	54,510	54,000
5	54,510	54,000
6	54,510	54,000

Minimum Days in School Year

During the 2006-07 school year, all instructional time offered Park Dale Lane Elementary School exceeded State requirements. Of the 180 days of instruction, 42 days were modified days. Minimum days were used for parent conferences. Each Friday was a Teacher Planning/Staff Development Day. Students were dismissed from school earlier in the afternoon on these days but make up the missed time during extended school days, Monday through Thursday. Teacher Planning/Staff Development Days allowed teachers to participate in staff development, curriculum planning and cross grade level articulation.