

Park Dale Lane Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Park Dale Lane Elementary
Street	2050 Park Dale Ln.
City, State, Zip	Encinitas, CA 92024-4324
Phone Number	(760) 944-4344
Principal	Erin Terry
E-mail Address	erin.terry@eusd.net
Web Site	www.eusd.net/pd
CDS Code	37 68080 6095046

District Contact Information	
District Name	Encinitas Union Elementary School District
Phone Number	760.944.4300
Superintendent	Timothy Baird
E-mail Address	timothy.baird@eusd.net
Web Site	www.eusd.net/pages/default.aspx

School Description and Mission Statement (School Year 2016-17)

Park Dale Lane Elementary School is located in the eastern section of the City of Encinitas and serves approximately 570540 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 commitment 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.

The Park Dale Lane school community is committed to having students develop into life-long learners and responsible members of society. The Park Dale Lane vision is to develop students who are confident, competent, compassionate, competitive, and creative. We are a community of readers, writers and artists with 21st century skills. Our pledge is to provide a child-centered education of the highest quality. By utilizing the unique resources of home, school, and the community, we seek to ensure a nurturing learning environment that values diversity and is rigorous in academic standards.

The high level of parent involvement at Park Dale Lane demonstrates that education is a priority within our school community. A large percentage of parents attend school functions on a regular basis. We have an active and supportive PTA, School Site Council, English Learner Advisory Committee and Encinitas Educational Foundation, which provides support to many programs for students and families.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	70
Grade 1	68
Grade 2	62
Grade 3	69
Grade 4	76
Grade 5	76
Grade 6	82
Total Enrollment	503

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.8
Asian	1.2
Filipino	0.6
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.6
White	69.2
Two or More Races	1.8
Socioeconomically Disadvantaged	20.1
English Learners	9.5
Students with Disabilities	14.7
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	21	22	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 11/22/16

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin (K-5) 2003 McDougal Littell (6) 2002	Yes	0
Mathematics	Scott Foresman-Addison Wesley 2009	Yes	0
Science	Houghton Mifflin 2007	Yes	0
History-Social Science	Harcourt 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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/media center, multipurpose room, staff lounge, 31 permanent classrooms and three playgrounds. Recently, Park Dale Lane was under construction to provide a newly designed office building, and the entire campus is being refreshed with paint, new gardens and design features. All classrooms received four solar tubes and provide the classrooms with natural light.

District 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 that emergency repairs are given the highest priority. District maintenance has indicated that 100% of all toilets on school grounds are in working order.

All schools within the Encinitas Union School District will have various site upgrades during the next 3-5 years based on the Capital Facilities and Technology Plan submitted as a component of Proposition P that was passed by the voters in November 2010. Thanks to the passage of Prop P, this year our school will receive solar tubes to reduce current electrical usage.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	59	61	71	76	44	48
Mathematics	53	51	69	72	34	36

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.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	70	70	100.0	61.4
	4	78	74	94.9	48.6
	5	76	76	100.0	69.7
	6	84	82	97.6	63.4
Male	3	35	35	100.0	54.3
	4	49	47	95.9	44.7
	5	41	41	100.0	73.2
	6	45	44	97.8	56.8
Female	3	35	35	100.0	68.6
	4	29	27	93.1	55.6
	5	35	35	100.0	65.7
	6	39	38	97.4	71.0
Hispanic or Latino	3	18	18	100.0	44.4
	4	21	19	90.5	42.1
	5	18	18	100.0	50.0
	6	23	21	91.3	42.9
White	3	49	49	100.0	65.3
	4	52	50	96.2	52.0
	5	49	49	100.0	71.4
	6	58	58	100.0	69.0
Socioeconomically Disadvantaged	3	14	14	100.0	50.0
	4	18	16	88.9	12.5
	5	15	15	100.0	33.3
	6	25	23	92.0	34.8
Students with Disabilities	3	13	13	100.0	30.8
	5	15	15	100.0	40.0
	6	12	12	100.0	16.7

Note: ELA 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	70	70	100.0	58.6
	4	78	75	96.2	57.3
	5	76	76	100.0	40.8
	6	84	83	98.8	49.4
Male	3	35	35	100.0	60.0
	4	49	48	98.0	62.5
	5	41	41	100.0	46.3
	6	45	44	97.8	52.3
Female	3	35	35	100.0	57.1
	4	29	27	93.1	48.1
	5	35	35	100.0	34.3
	6	39	39	100.0	46.1
Hispanic or Latino	3	18	18	100.0	44.4
	4	21	20	95.2	40.0
	5	18	18	100.0	22.2
	6	23	22	95.7	22.7
White	3	49	49	100.0	61.2
	4	52	50	96.2	64.0
	5	49	49	100.0	49.0
	6	58	58	100.0	58.6
Socioeconomically Disadvantaged	3	14	14	100.0	50.0
	4	18	17	94.4	23.5
	5	15	15	100.0	6.7
	6	25	24	96.0	12.5
Students with Disabilities	3	13	13	100.0	30.8
	5	15	15	100.0	26.7
	6	12	12	100.0	16.7

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	68	75	61	84	83	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	76	76	100.0	60.5
Male	41	41	100.0	65.9
Female	35	35	100.0	54.3
Hispanic or Latino	18	18	100.0	50.0
White	49	49	100.0	61.2
Socioeconomically Disadvantaged	15	15	100.0	33.3
Students with Disabilities	15	15	100.0	73.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1	25	55.6

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parents and the community are very supportive of the educational program programs at Park Dale Lane School. Numerous programs and activities are enriched by generous contributions made by the Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), Encinitas Education Foundation (EEF), and several 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. Back-to-School Night, Principal's Chats, Fall Harvest Festival, Red Ribbon Week, World of Difference Week, field trips, Book Fairs, Studio Nights, musical performances, Kindergarten Coffee, and Spring Fiesta are just a few of the many activities and events that are open to parents and family members.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.7	0.4	0.6	0.3	0.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. Three-in-one drills (lock down, earthquake and disaster drills) are conducted on a monthly basis throughout the school year. A district-wide disaster drill is 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 all 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 current plan was reviewed and revised in September 2014.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		24		3		23		3	
1	23		3		23		3		22		3	
2	22		3		23		3		21		3	
3	19	1	4		19	1	3		22		3	
4	29		3		28		3		29	1	2	
5	31		2		29		3		28	1	2	
6	25	1	3		20	1	3		28		3	
Other									7	2		

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.3	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist		N/A
Other		N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,710		\$8,710	\$70,998
District	N/A	N/A	\$8,006	\$76,404
Percent Difference: School Site and District	N/A	N/A	8.8	-7.1
State	N/A	N/A	\$5,677	\$75,137
Percent Difference: School Site and State	N/A	N/A	53.4	-5.5

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

Types of Services Funded (Fiscal Year 2015-16)

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs. For the 2011-122012-13 school year, the District received approximately \$1,524899 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, Title I, Economic Impact Aid, Instructional Materials, Class Size Reduction.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,887	\$44,573
Mid-Range Teacher Salary	\$69,036	\$72,868
Highest Teacher Salary	\$102,390	\$92,972
Average Principal Salary (Elementary)	\$119,117	\$116,229
Superintendent Salary	\$213,200	\$201,784
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

In Encinitas teachers participate in professional development at least once per month. Four months are dedicated to district-wide training, while six months are dedicated to school specific training. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics.