

# Park Dale Lane Elementary

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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 2018-19)**

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

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

### **School Description and Mission Statement (School Year 2018-19)**

Park Dale Lane Elementary School is located in the eastern section of the City of Encinitas and serves approximately 540 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 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	67
<b>Grade 1</b>	67
<b>Grade 2</b>	75
<b>Grade 3</b>	62
<b>Grade 4</b>	60
<b>Grade 5</b>	69
<b>Grade 6</b>	64
<b>Total Enrollment</b>	464

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.9
Asian	1.1
Filipino	0.9
Hispanic or Latino	25.0
Native Hawaiian or Pacific Islander	0.2
White	69.0
Socioeconomically Disadvantaged	21.1
English Learners	8.0
Students with Disabilities	15.1
Foster Youth	0.0

## A. Conditions of Learning

### 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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	19	18	
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	2016-17	2017-18	2018-19
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December, 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic 2017	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
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)

Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: May 18, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: May 18, 2018</b>	
<b>Overall Rating</b>	<b>Exemplary</b>

**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. 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 English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	68.0	66.0	76.0	75.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	53.0	56.0	73.0	71.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	255	252	98.82	66.27
<b>Male</b>	137	134	97.81	60.45
<b>Female</b>	118	118	100.00	72.88
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	68	67	98.53	43.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	173	172	99.42	75.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.57	34.78
English Learners	22	21	95.45	9.52
Students with Disabilities	46	43	93.48	32.56
Students Receiving Migrant Education Services	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	255	252	98.82	55.95
Male	137	134	97.81	53.73
Female	118	118	100	58.47
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	68	67	98.53	35.82
Native Hawaiian or Pacific Islander	--	--	--	--
White	173	172	99.42	62.79
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	70	69	98.57	21.74
English Learners	22	21	95.45	9.52
Students with Disabilities	46	43	93.48	23.26
Students Receiving Migrant Education Services	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>Science (grades 5, 8, and 10)</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.9	20.3	47.8

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 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 2018-19)**

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, Studio Nights, musical performances, and Kindergarten Coffee, 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 State priority: School Climate (Priority 6):

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

### Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	0.4	0.0	0.4	0.3	0.3	0.4	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

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 October 2018.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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+
<b>K</b>	19	1	3		24		3		18	1	3	
<b>1</b>	22	1	2		23		3		22	1	2	
<b>2</b>	21	1	2		22		3		24		3	
<b>3</b>	22		3		21	1	2		24		2	
<b>4</b>	29		2		21	1	2		27		2	
<b>5</b>	29		3		30		2		29		3	
<b>6</b>	27		3		24	1	3		22	1	2	
<b>Other</b>	7	1										

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.



**Academic Counselors and Other Support Staff (School Year 2017-18)**

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)	.46	N/A
Psychologist	2	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	4	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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,296		\$9,296	
District	N/A	N/A	\$8,006	\$79,619
Percent Difference: School Site and District	N/A	N/A	14.9	-11.4
State	N/A	N/A	\$7,125	\$80,910
Percent Difference: School Site and State	N/A	N/A	26.4	-13.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded (Fiscal Year 2017-18)**

In addition to general fund State funding, Encinitas Union School District receives State and Federal categorical funding for special programs that include categorical, special education and support programs such as Special Education, Title I, Title II and Title III, where applicable, Mental Health and Instructional Materials.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,433	\$50,084
Mid-Range Teacher Salary	\$73,233	\$80,256
Highest Teacher Salary	\$108,615	\$100,154
Average Principal Salary (Elementary)	\$126,924	\$125,899
Average Principal Salary (Middle)	\$0	\$130,255
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$226,162	\$222,447
Percent of Budget for Teacher Salaries	39.0	37.0
Percent of Budget for Administrative Salaries	6.0	5.0

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)**

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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.