

Park Dale Lane Elementary

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Park Dale Lane Elementary |
| Street | 2050 Park Dale Ln. |
| City, State, Zip | Encinitas, CA 92024 |
| Phone Number | (760) 944-4344 |
| Principal | Erin Terry |
| Email Address | erin.terry@eusd.net |
| School Website | https://parkdalelane.eusd.net |
| Grade Span | K-6 |
| County-District-School (CDS) Code | 37 68080 6095046 |

2024-25 District Contact Information

| | |
|-------------------------|---|
| District Name | Encinitas Union Elementary School District |
| Phone Number | 760.944.4300 |
| Superintendent | Andrée Grey |
| Email Address | Andrée.Grey@eusd.net |
| District Website | https://www.eusd.net/our-district/school-accountability |

2024-25 School Description and Mission Statement

Park Dale Lane Elementary School is located in the eastern section of the City of Encinitas and serves approximately 428 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. Additionally, Park Dale Lane is currently in the implementation of PBIS (Positive Behavior Intervention System), a data-driven, multi-tiered framework for establishing a positive culture needed for a school to be an efficient and effective learning environment for all students. The commitment of Park Dale Lane Elementary School’s staff, parents, and

2024-25 School Description and Mission Statement

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, and creative. 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.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 65 |
| Grade 1 | 59 |
| Grade 2 | 73 |
| Grade 3 | 61 |
| Grade 4 | 64 |
| Grade 5 | 55 |
| Grade 6 | 57 |
| Total Enrollment | 434 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 46.5 |
| Male | 53.5 |
| American Indian or Alaska Native | 0.2 |
| Asian | 1.6 |
| Black or African American | 0.7 |
| Filipino | 0.2 |
| Hispanic or Latino | 23.7 |
| Two or More Races | 7.4 |
| White | 64.3 |
| English Learners | 11.5 |
| Homeless | 0.2 |
| Migrant | 0.2 |
| Socioeconomically Disadvantaged | 29.3 |
| Students with Disabilities | 13.8 |

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.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 18.80 | 94.20 | 216.60 | 96.74 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 1.00 | 0.45 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 1.10 | 5.80 | 6.20 | 2.81 | 18854.30 | 6.86 |
| Total Teaching Positions | 19.90 | 100.00 | 223.90 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.00 | 100.00 | 242.70 | 97.88 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.50 | 0.20 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 2.00 | 0.81 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 2.70 | 1.10 | 15831.90 | 5.67 |
| Total Teaching Positions | 25.00 | 100.00 | 247.90 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 23.10 | 100.00 | 230.50 | 99.03 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.50 | 0.21 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 1.70 | 0.75 | 14303.80 | 5.15 |
| Total Teaching Positions | 23.10 | 100.00 | 232.70 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 0 |
| Misassignments | 0.00 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.00 | 0.00 | 0 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.00 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.00 | 0.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected | | September 2024 | |
|---|--|-----------------------------|--|
| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts | National Geographic/2017 | Yes | 0 |
| Mathematics | Scott Foresman-Addison Wesley/2009 | Yes | 0 |
| Science | Houghton Mifflin/2007 | Yes | 0 |
| History-Social Science | Harcourt/2006 | Yes | 0 |

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

School Facility Conditions and Planned Improvements

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, 25 permanent classrooms, 2 intervention classrooms, 4 Enrichment classrooms, office spaces for Special Ed staff (OT/Speech/Psychologist), Administration office, nurse office, and three playgrounds.

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.

| Year and month of the most recent FIT report | | April 2024 | | |
|--|-----------|------------|-----------|---|
| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|--|
| Interior: Interior Surfaces | | | X | stained ceiling tiles from previous roof leak |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | minor rust on bathroom fixtures |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | X | | garden fences need repair, doors to shed need to be replaced |

Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 61 | 66 | 71 | 72 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 56 | 59 | 67 | 68 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 235 | 232 | 98.72 | 1.28 | 65.95 |
| Female | 106 | 105 | 99.06 | 0.94 | 77.14 |
| Male | 129 | 127 | 98.45 | 1.55 | 56.69 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 51 | 50 | 98.04 | 1.96 | 26.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 80.00 |

| | | | | | |
|--|-----|-----|--------|------|-------|
| White | 157 | 155 | 98.73 | 1.27 | 77.42 |
| English Learners | 22 | 21 | 95.45 | 4.55 | 4.76 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 51 | 49 | 96.08 | 3.92 | 36.73 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 38 | 38 | 100.00 | 0.00 | 31.58 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| All Students | 235 | 230 | 97.87 | 2.13 | 58.70 |
| Female | 106 | 104 | 98.11 | 1.89 | 58.65 |
| Male | 129 | 126 | 97.67 | 2.33 | 58.73 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 51 | 50 | 98.04 | 1.96 | 30.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 20 | 20 | 100.00 | 0.00 | 80.00 |
| White | 157 | 153 | 97.45 | 2.55 | 65.36 |
| English Learners | 22 | 21 | 95.45 | 4.55 | 14.29 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |

| | | | | | |
|--|----|----|--------|------|-------|
| Socioeconomically Disadvantaged | 51 | 49 | 96.08 | 3.92 | 34.69 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 38 | 38 | 100.00 | 0.00 | 26.32 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8 and high school) | 41.82 | 50.00 | 55.60 | 56.60 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 54 | 54 | 100.00 | 0.00 | 50.00 |
| Female | 28 | 28 | 100.00 | 0.00 | 60.71 |
| Male | 26 | 26 | 100.00 | 0.00 | 38.46 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 39 | 39 | 100.00 | 0.00 | 48.72 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 100% | 100% | 100% | 100% | 100% |

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

The high level of parent involvement at Park Dale Lane demonstrates that education is a priority within our school community. Typically, 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 many programs for students and families.

Annually, 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 Festival, Red Ribbon Week, World of Difference Week, field trips, musical performances, and ELAC events are just a few of the many activities and events that are open to parents and family members.

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 444 | 441 | 56 | 12.7 |
| Female | 205 | 204 | 26 | 12.7 |
| Male | 239 | 237 | 30 | 12.7 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 109 | 106 | 26 | 24.5 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 32 | 32 | 6 | 18.8 |
| White | 283 | 283 | 24 | 8.5 |
| English Learners | 54 | 53 | 13 | 24.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 134 | 133 | 35 | 26.3 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 70 | 70 | 13 | 18.6 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 1.92 | 0.66 | 0.68 | 0.4 | 0.21 | 0.44 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.68 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 1.26 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.71 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 1.49 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.86 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Maintaining a safe, clean, and orderly environment is a top priority and essential to teaching and learning. The Comprehensive School Safety Plan (CSSP) is developed by Park Dale Lane Elementary in consultation with local law enforcement/emergency preparedness staff, School Site Council (SSC) and Administrative Services in order to comply with Senate Bill 187. The CSSP

2024-25 School Safety Plan

includes: Annual Schools Safety Data, School Safety Policies and Procedures, Emergency Preparedness Procedures, and Emergency Plans and Protocols. It was most recently updated and reviewed in October 2024 and accepted by the Board of Trustees in November 2024.

We conduct regularly scheduled safety drills including fire, shelter-in-place, lockdown and earthquake. We practice evacuation procedures for fire, procedures for disaster preparedness, and to be ready to respond to the possibility of strangers or dangers on campus. Our district maintenance and site custodial personnel routinely check all play equipment for safety and make recommendations for proactive maintenance. To ensure safety during instructional hours, all perimeter gates of the site are locked immediately after entry each morning and reopened only at dismissal. Gate with push-bar exit systems allow for quick exit during an emergency. While not padlocked, they remain locked from outside entry. During school hours, all visitors are required to present an ID for processing via our Raptor Visitor System. Additionally, our site is alarmed during non-school hours. To monitor all school sites, each school is equipped with surveillance cameras. We have a strong partnership with the San Diego County Sheriff's Department North Coastal Station in Encinitas, the Carlsbad Police Department and our Carlsbad School Resource Officers. All staff takes pride in our school and work together to maintain a well-kept and safe facility.

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 18 | 4 | | |
| 1 | 17 | 1 | 3 | |
| 2 | 17 | 1 | 3 | |
| 3 | 13 | 4 | | |
| 4 | 17 | 1 | 2 | |
| 5 | 16 | 2 | 2 | |
| 6 | 16 | 2 | 2 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 15 | 3 | 1 | |
| 1 | 18 | 1 | 3 | |
| 2 | 22 | 1 | 2 | |
| 3 | 22 | 1 | 2 | 1 |
| 4 | 18 | 1 | 2 | |
| 5 | 18 | 1 | 2 | |
| 6 | 13 | 3 | 2 | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 16 | 2 | 2 | |
| 1 | 15 | 2 | 2 | |
| 2 | 18 | 1 | 3 | |
| 3 | 15 | 4 | | |
| 4 | 16 | 2 | 2 | |
| 5 | 18 | 1 | 2 | |
| 6 | 19 | 1 | 2 | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.8 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$17,967.23 | \$6,705.47 | \$11,261.76 | \$89,847.00 |
| District | N/A | N/A | \$11,980.21 | \$95,351.44 |
| Percent Difference - School Site and District | N/A | N/A | -6.2 | -5.9 |
| State | N/A | N/A | \$10,771 | \$94,129 |
| Percent Difference - School Site and State | N/A | N/A | 4.5 | -4.7 |

Fiscal Year 2023-24 Types of Services Funded

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 social emotional health instruction and materials.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$53,054 | \$57,839 |
| Mid-Range Teacher Salary | \$87,441 | \$90,040 |
| Highest Teacher Salary | \$129,687 | \$118,647 |
| Average Principal Salary (Elementary) | \$167,183 | \$144,639 |
| Average Principal Salary (Middle) | \$0 | \$148,270 |
| Average Principal Salary (High) | \$0 | \$161,275 |
| Superintendent Salary | \$248,210 | \$229,986 |
| Percent of Budget for Teacher Salaries | 38.65 | 30.79 |
| Percent of Budget for Administrative Salaries | 5.94 | 5.71 |

Professional Development

In Encinitas teachers participate in professional development at least once per month. Four days are dedicated to district-wide training, while six days are dedicated to school specific training. The district-wide trainings during the 23-24 school year focused on student learning and empowerment, student-led conferences and student behavior. Teachers also participate in choice and extended learning opportunities, weekly collaboration and planning, as well as individual professional development around personalized learning topics. In 2023-24 all staff completed two sessions of Grade Level Collaboration focused on the EUSD Learner Profile and grade level standards. Our teachers have also had opportunities to attend district workshops CGI, Multilingual Learners, Behaviors and more.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 11 | 11 | 12 |