

SARC 2014-15

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2015-16

Sage Canyon



Address: 5290 Harvest Run Dr. San Diego, CA 92130-4875

Principal: Mr. William Cameron, Principal

Phone: (858) 481-7844

Email: wcameron@dmusd.org

Web Site: www.dmusd.org/sage

CDS Code: 37680566117923

Del Mar Union Elementary



Superintendent: Holly McClurg

Phone: (858) 755-9301

Email: hmcclurg@dmusd.org

Web Site: www.dmusd.org

I DATA AND ACCESS

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 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 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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Del Mar Union Elementary
 Phone Number: (858) 755-9301
 Superintendent: Holly McClurg
 E-mail Address: hmccclurg@dmusd.org
 Web Site: www.dmusd.org

School Contact Information Most Recent Year

School Name: Sage Canyon
 Street: 5290 Harvest Run Dr.
 City, State, Zip: San Diego, CA 92130-4875
 Phone Number: (858) 481-7844
 Principal: Mr. William Cameron, Principal
 E-mail Address: wcameron@dmusd.org
 Web Site: www.dmusd.org/sage
 County-District-School
 (CDS) Code: 37680566117923

School Description and Mission Statement – Most Recent Year

The Sage Canyon School Community is committed to excellence as we provide a nurturing, inspiring, and rigorous educational experience for all of our students. Our goal is for each child to realize his or her potential through our challenging and differentiated academic program. We are committed to forging a path for innovative, global thinkers.

Sage Canyon School opened in September of 2000 and serves kindergarten through sixth grade students. This year we begin our fifteenth year serving 755 students in 32 classrooms. Our warm and inviting school has been designed to support differentiated instruction and collaboration. We have quiet rooms for small group instruction and enclosed hallways with workspaces used by our many parent volunteers who assist our teachers on a daily basis.

Sage Canyon serves a suburban neighborhood community. Many of the parents of our students are highly educated professionals who work in finance, medical, and high-tech fields. They have high expectations for their children's educational experience and our teachers and support staff work diligently to successfully meet those expectations.

Many effective practices are in place at Sage Canyon to support and enhance the instructional program. Many of these practices are in place because of a high level of community support. These practices range from providing dedicated PLC time for our teachers, to supporting weekly specialty classes for our students, to a special education program emphasizing full inclusion as well as robust enrichment opportunities.

We are particularly proud of our productive relationship with our dynamic and involved parental community. So many great aspects of our school rely on the continued support of parents. There is no doubt Sage Canyon is thriving because of parental commitment and involvement. A school is as strong as the partnerships between its community of parents, staff and students. Sage Canyon is living proof of this!

Major Achievements – Most Recent Year

- Sage Canyon School is committed to the development of the total child. Our commitment is demonstrated in our academic excellence, in meeting the varying needs of all our students, and in the quality enrichment experiences provided in science, technology, physical education, and the fine arts. This includes programs within the classroom and outside the classroom.
- Sage Canyon has a tradition of strong academic performance. In the last five years, Sage Canyon has been among the top ten highest performing elementary schools in San Diego County. We believe the work of dedicated professionals who provide a rigorous instructional program focused on teaching the whole child along with close partnerships with parents has led to our students' strong academic performance.
- We continue to have credentialed teachers provide enrichment programs for all students in technology, science, art, physical education, and music. Additional staff provides instruction in library skills. Our Student Council, Safety Patrol, and classroom buddy program offer opportunities to develop individual student interests, leadership skills, and self-esteem. Lunchtime activities include our Roadrunners Running Club, Sharks, Lunch Bunch and Playground Partners.
- We utilize Google Docs and Google Apps for our students in third through sixth grade and find that this practice is changing the way students collaborate to create, write, communicate, and think. Students can collaborate and communicate on projects and assignments with their peers and teachers. All students have access to their own Chromebook with the primary purpose of increasing student performance in writing across all curricular areas.
- We have begun a Sage Speaker Series where different evening programs occur for our parents and community. These nights allow for experts to come and educate our parent population on current topics that help their children and build a common language for all stakeholders.

Focus for Improvement – Most Recent Year

- Sage Canyon will continue to refine its professional learning community (PLC) practices, and teachers at all grade levels work across the school together. The structure of the Sage Canyon instructional day is designed with success in mind. Working as a PLC is the manner by which purposeful dialogue occurs between and among grade levels. During weekly grade-level collaboration time and twice monthly school-wide collaboration time, staff members are able to examine data and plan differentiated lessons based on student need. School schedules are coordinated among all specialists, special education, and grade-level teams. This coordination maximizes in-class instructional time and allows for greater flexibility of student groupings. During collaboration time, professional development needs are also identified and addressed.
- By collaborating with peers, teachers support each other in all areas of the curriculum. Colleagues coach each other in language arts and mathematics and support teachers at all grade levels in a variety of ways. They assist with multiple-measure assessments to help determine students' areas of strength and areas requiring support. Based on student data, colleagues then work with each other to develop instructional plans designed to support the children at their instructional level and move them closer to meeting or exceeding grade-level proficiency. Site teacher leaders serve as members of district-wide language arts and math committees. The teacher leaders share information relevant to the continuous development of effective instructional practices with the Sage Canyon staff during site PLC collaboration meetings.
- We are now in full implementation of the Common Core Standards. Common Core is a set of standards developed by the federal government in the hopes of unifying education standards nationwide. Teachers are working collaboratively to identify instructional approaches to ensure students meet these rigorous expectations. They are using a newly designed standards-based report card along with assessments aligned to the Common Core Standards to ensure they have calibrated their own understanding of expectations and to communicate academic progress with students and parents.
- In addition, all teachers are attending training to deepen their understanding of effective approaches to mathematical instruction focused on conceptual understanding and application in the context of real world problem solving.
- Thanks to our PTA, we are expanding our technology implementation with the addition of a bank of 5 iPads for each Kindergarten through second grade classroom.
- We have implemented Fountas & Pinnell's Leveled Literacy Intervention System (LLI), a reading intervention program, for those students scoring below grade level expectations in reading in grades first and second.
- Thanks to our PTA we are also expanding our classroom libraries to include a variety of fiction and non-fiction texts for students to access.

Homework – Most Recent Year

The governing board recognizes that homework contributes toward building responsibility, self-discipline, and lifelong learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The board expects students, parents/guardians, and staff to view homework as a routine and important part of students' daily lives.

School Schedule – Most Recent Year

DMUSD uses a time-banking schedule to create time for essential professional learning opportunities. With this schedule, weekly instructional minutes are reorganized so that on four days each week students have more instructional minutes and fewer on the fifth day. The overall total of instructional minutes remains the same. Every Wednesday is a time-banked day for students, and school hours are 8 a.m. to 12:30 p.m. There are ten scheduled minimum days used for fall and spring parent-student-teacher conferences. All other school days, hours are 8 a.m. to 2:30 p.m.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	69
Grade 1	91
Grade 2	99
Grade 3	110
Grade 4	109
Grade 5	125
Grade 6	107
Total Enrollment	710

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	0%
Asian	30.1%
Filipino	0.7%
Hispanic or Latino	6.1%
Native Hawaiian/Pacific Islander	0.1%
White	58.7%
Two or More Races	3.7%
Socioeconomically Disadvantaged	2%
English Learners	6.9%
Students with Disabilities	15.5%
Foster Youth	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 2013-14	School 2014-15	School 2015-16	District 2015-16
With Full Credential	38	38	41	241
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Leadership – Most Recent Year

The quality of instruction and leadership at Sage Canyon School is excellent due to the cooperative efforts of the entire staff. Principal Cameron has been an educator for 11 years and this is his 6th year in school administration. Prior to coming to Sage Canyon, Mr. Cameron worked in the Ross Valley Unified School District and Kentfield School District. In addition to being a classroom teacher for 5 years in northern California, Mr. Cameron has a background in finance and landscape design. He received his Bachelor's Degree in Finance from Bryant University and his Masters in Educational Administration from San Francisco State University.

Shared decision-making takes place through collaborative staff and teacher-team meetings, along with School Site Council meetings. We update our detailed Single Plan for Student Achievement (SPSA) annually. Curriculum is developed and aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. In the school's most recent state review for legal compliance, our school was rated in full compliance and awarded six commendations.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	100%	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 – Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: January 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption ?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading/Language Arts 2003	Yes	0%
Mathematics	Macmillan/McGraw-Hill California Mathematics 2008	Yes	0%
Science	Houghton Mifflin Science California, 2005	Yes	0%
History-Social Science	Harcourt Brace Social Studies 2000	Yes	0%
Foreign Language	N/A	N/A	0%
Health	Macmillan/McGraw-Hill Health & Wellness, 2005	Yes	0%
Visual and Performing Arts	McGraw-Hill Share the Music, 2005 site-based	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

GATE – Most Recent Year

DMUSD's educational program is a child-centered program based on the unique needs of each student. To ensure that the needs of our students are met, a goal of the DMUSD program is to provide meaningful, rigorous learning opportunities commensurate with the qualities and potential of each student. We know that all high-achieving students need an experience that challenges them and takes into consideration individual learning styles and special abilities. We do not formally identify and potentially limit students based on aptitude test scores; instead, we are committed to providing differentiated learning experiences for all high-achieving students enabling them to reach their potential. Those experiences include, but are not limited to, curriculum compacting, tiered assignments, high-level questioning, and flexible skills grouping.

Special Education – Most Recent Year

The district is proactive in evaluating students and providing a full range of special education services. Approximately ten percent of our district's students receive special education services. Students are in Special Day Classes, mainstreamed (placed) into the regular classroom with support, and/or meet individually or in small groups during the school day with site resource teachers.

English Learners – Most Recent Year

Students who are English Learners are provided with learning activities consistent with local, state, and federal mandates. All teachers at this school are Cross-cultural Language and Academic Development (CLAD) certified. Classroom teachers and supporting staff continually assess and monitor English language acquisition of all English Learners.

School Facility Conditions and Planned Improvements – Most Recent Year

Our school was designed to create an optimal learning environment that accommodates the educational needs of all our students. Daytime and evening custodians clean the school according to an established cleaning schedule. District personnel provide maintenance and landscaping upkeep. Maintenance of school restroom facilities for students and staff are a high priority for the maintenance and custodial staff. The goal is to keep all facilities in 100 percent working order. The school custodial staff works cooperatively with the district maintenance staff to ensure timely handling of needed facility repairs and immediate response to safety or health needs that arise.

School Facility Good Repair Status – Most Recent Year

Using the most recent 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

Month and year in which data were collected: October 2015

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-
Interior: Interior Surfaces	✓	-	-
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-
Electrical: Electrical	✓	-	-
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-
Safety: Fire Safety, Hazardous Materials	✓	-	-
Structural: Structural Damage, Roofs	✓	-	-
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-

Overall Facility Rate – Most Recent Year

Month and year in which data were collected: October 2015

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

Library – Most Recent Year

Our school library is accessible to all students. Each class visits the library on a regular basis. Students share literature and receive instruction in library skills, including research skills, to reinforce classroom learning.

Computers – Most Recent Year

Our school computer lab is accessible to all students. Each class visits the lab on a regular basis as part of their STEAM+ rotation each week. Students also have access to 1-1 Chromebooks in their classrooms in grades 3 through 6 and a set of 5 iPads for use in each K through 2nd grade classroom. These tools are utilized for center activities, writing, presentations, collaborating and research.

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], Science California Standards Tests); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress Results for All Students – (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	88%	87%	44%
Mathematics (grades 3-8 and 11)	88%	84%	33%

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 Assessment Results – English Language Arts (ELA)
 Disaggregated by Student Groups, Grades Three through Six
 (School Year 2014–15)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	112	109	97.3%	2%	9%	23%	66%
Male	112	43	38.4%	5%	5%	21%	70%
Female	112	66	58.9%	0%	12%	24%	64%
Black or African American	112	2	1.8%	--	--	--	--
American Indian or Alaska Native							
Asian	112	28	25%	0%	4%	14%	82%
Filipino							
Hispanic or Latino	112	4	3.6%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	112	67	59.8%	3%	12%	24%	61%
Two or More Races	112	8	7.1%	--	--	--	--
Socioeconomically Disadvantaged	112	3	2.7%	--	--	--	--
English Learners	112	9	8%	--	--	--	--
Students with Disabilities	112	17	15.2%	6%	18%	24%	53%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	109	105	96.3%	8%	6%	23%	64%
Male	109	54	49.5%	7%	9%	24%	59%
Female	109	51	46.8%	8%	2%	22%	69%
Black or African American							
American Indian or Alaska Native							
Asian	109	34	31.2%	6%	0%	29%	65%
Filipino	109	2	1.8%	--	--	--	--
Hispanic or Latino	109	7	6.4%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	109	60	55%	10%	7%	22%	62%
Two or More Races	109	2	1.8%	--	--	--	--
Socioeconomically Disadvantaged	109	1	0.9%	--	--	--	--
English Learners	109	6	5.5%	--	--	--	--
Students with Disabilities	109	20	18.3%	30%	5%	15%	50%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	125	122	97.6%	1%	11%	28%	61%
Male	125	67	53.6%	0%	13%	21%	66%
Female	125	55	44%	2%	7%	36%	55%
Black or African American							
American Indian or Alaska Native							
Asian	125	27	21.6%	0%	0%	4%	96%
Filipino	125	2	1.6%	--	--	--	--
Hispanic or Latino	125	7	5.6%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	125	77	61.6%	1%	17%	32%	49%
Two or More Races	125	9	7.2%	--	--	--	--
Socioeconomically Disadvantaged	125	1	0.8%	--	--	--	--
English Learners	125	2	1.6%	--	--	--	--
Students with Disabilities	125	12	9.6%	0%	25%	25%	50%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	111	110	99.1%	5%	6%	38%	51%
Male	111	54	48.6%	6%	7%	43%	44%
Female	111	56	50.5%	4%	5%	34%	57%
Black or African American	111	1	0.9%	--	--	--	--
American Indian or Alaska Native							
Asian	111	34	30.6%	9%	3%	35%	53%
Filipino	111	1	0.9%	--	--	--	--
Hispanic or Latino	111	5	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	111	1	0.9%	--	--	--	--
White	111	67	60.4%	1%	7%	37%	54%
Two or More Races	111	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	111	1	0.9%	--	--	--	--
English Learners	111	5	4.5%	--	--	--	--
Students with Disabilities	111	16	14.4%	25%	25%	25%	25%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

CAASPP Assessment Results –Mathematics
 Disaggregated by Student Groups, Grades Three through Six
 (School Year 2014–15)
 Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	112	110	98.2%	4%	5%	25%	66%
Male	112	43	38.4%	2%	5%	12%	81%
Female	112	67	59.8%	4%	4%	34%	57%
Black or African American	112	2	1.8%	--	--	--	--
American Indian or Alaska Native							
Asian	112	28	25%	0%	0%	4%	96%
Filipino							
Hispanic or Latino	112	4	3.6%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	112	68	60.7%	3%	7%	35%	54%
Two or More Races	112	8	7.1%	--	--	--	--
Socioeconomically Disadvantaged	112	3	2.7%	--	--	--	--
English Learners	112	10	8.9%	--	--	--	--
Students with Disabilities	112	17	15.2%	12%	6%	29%	53%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	109	106	97.2%	4%	9%	19%	68%
Male	109	54	49.5%	4%	7%	17%	72%
Female	109	52	47.7%	4%	12%	21%	63%
Black or African American							
American Indian or Alaska Native							
Asian	109	34	31.2%	6%	0%	12%	82%
Filipino	109	2	1.8%	--	--	--	--
Hispanic or Latino	109	8	7.3%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	109	60	55%	3%	17%	20%	60%
Two or More Races	109	2	1.8%	--	--	--	--
Socioeconomically Disadvantaged	109	1	0.9%	--	--	--	--
English Learners	109	6	5.5%	--	--	--	--
Students with Disabilities	109	20	18.3%	20%	20%	20%	40%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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NOTE: The number of students tested includes students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	125	123	98.4%	0%	13%	23%	64%
Male	125	67	53.6%	0%	9%	27%	64%
Female	125	56	44.8%	0%	18%	18%	64%
Black or African American							
American Indian or Alaska Native							
Asian	125	27	21.6%	0%	0%	7%	93%
Filipino	125	2	1.6%	--	--	--	--
Hispanic or Latino	125	7	5.6%	--	--	--	--
Native Hawaiian or Pacific Islander							
White	125	78	62.4%	0%	19%	24%	56%
Two or More Races	125	9	7.2%	--	--	--	--
Socioeconomically Disadvantaged	125	1	0.8%	--	--	--	--
English Learners	125	2	1.6%	--	--	--	--
Students with Disabilities	125	12	9.6%	0%	42%	25%	33%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement			
				Level 1*	Level 2*	Level 3*	Level 4*
All Students	111	110	99.1%	5%	9%	25%	60%
Male	111	54	48.6%	7%	6%	22%	65%
Female	111	56	50.5%	4%	13%	29%	55%
Black or African American	111	1	0.9%	--	--	--	--
American Indian or Alaska Native							
Asian	111	34	30.6%	9%	0%	18%	74%
Filipino	111	1	0.9%	--	--	--	--
Hispanic or Latino	111	5	4.5%	--	--	--	--
Native Hawaiian or Pacific Islander	111	1	0.9%	--	--	--	--
White	111	67	60.4%	3%	12%	27%	58%
Two or More Races	111	1	0.9%	--	--	--	--
Socioeconomically Disadvantaged	111	1	0.9%	--	--	--	--
English Learners	111	5	4.5%	--	--	--	--
Students with Disabilities	111	16	14.4%	31%	25%	13%	31%
Students Receiving Migrant Education Services							
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- * Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	94%	96%	96%	91%	92%	94%	59%	60%	56%

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced	Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	94%	Native Hawaiian or Pacific Islander	
All Students at the School	96%	White	96%
Male	98%	Two or More Races	--
Female	94%	Socioeconomically Disadvantaged	--
Black or African American		English Learners	--
American Indian or Alaska Native		Students with Disabilities	91%
Asian	100%	Students Receiving Migrant Education Services	
Filipino	--	Foster Youth	--
Hispanic or Latino	--		

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.

Other Measures of Student Achievement – Most Recent Year

The information gained from carefully monitoring student learning helps to ensure every child attending school in DMUSD is provided with high-quality instruction. As no single assessment gives the whole picture of any child, our teachers are skilled at analyzing results of a variety of assessments alongside information gained from carefully observing each student as a learner in the classroom. This information provides a comprehensive profile of each child and is used to determine the best manner to support learning. While much of the assessment used by our teachers is classroom based, the following assessments are used districtwide:

- Educational Software for Guiding Instruction (ESGI): Kindergarten
- Developmental Reading Assessment (DRA): Kindergarten – Third Grade
- Writing and Math Performance Tasks: Kindergarten – Sixth Grade

STATE PRIORITY: OTHER PUPIL OUTCOME

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	9.7%	27.4%	57.3%
7	N/A		
9	N/A		

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 - Most Recent Year

We strongly support community involvement through multiple venues. The School Site Council is an elected group of parents and staff, who meet regularly to study the effectiveness of curriculum and instruction. The PTA meets monthly and provides support for school programs and activities, and the Dad's Club encourages and facilitates the participation of students' fathers and other family members on campus. Parents are welcome to participate in their children's education by serving as volunteers in classrooms or for school-wide events. For more information on additional involvement opportunities, please contact the school.

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0	0.4	0	0.43	0.53	0.41	5.07	4.36	3.8
Expulsions	0	0	0	0	0	0	0.13	0.1	0.09

Discipline – Most Recent Year

The Sage Canyon School-wide discipline plan provides a structure to support a calm and safe school environment while helping children develop self-discipline, strong character, and a sense of responsibility. The primary goals of the plan are to establish a calm, orderly, safe, and fun environment for learning; help children develop self-control and self-discipline; teach children to think and act in socially responsible ways; promote respectful, kind and healthy teacher-student and student-student interactions; and foster an appreciation for the role of social standards in a school environment.

Our approach is to help children become aware of how their actions can bring positive and negative consequences to themselves and others. Students receive positive reinforcement for appropriate behavior by means of verbal praise, parent communication, and Considerate Coyote recognition.

We know and recognize everyone makes mistakes from time to time. Learning from and fixing our mistakes is what is most important. We use four types of logical consequences. If a child is acting inappropriately, staff will give a verbal reminder or redirection. If a child is losing self-control, he goes to a designated spot to cool off and take a break. Children who do not follow classroom expectations and playground standards may lose a privilege, which could include removal from class, playground activities, and/or special events. Depending on the severity of the behavior, the Sage Canyon staff and administration may determine an alternative yet appropriate and logical consequence. A child who continues to be disruptive, hurts another's feelings, or damages something will be expected to repair the damage by making sincere written and verbal apologies, helping with an activity, working to replace damaged items, or making an alternative apology of action as determined by the student and staff. While we hope that all problems can be resolved using logical consequences, there are some behaviors that may require immediate referral to administration, such as physical or verbal aggression; dangerous defiance; or possession of drugs, alcohol, cigarettes, or weapons.

Our ultimate goal is to provide a safe, nurturing environment where students learn and grow into responsible members of the Sage Canyon Community.

School Safety Plan – Most Recent Year

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A comprehensive safety plan incorporates policies and procedures for injury and illness prevention for students and staff. Site safety representatives work with the district safety committee to practice, revise, and update the safety plan as needed. We conduct regular safety inspections of all buildings. District safety plans and procedures are in place to ensure students' safety as well as to prepare for emergencies. We conduct regularly scheduled fire and disaster drills, and each classroom is equipped with a backpack containing emergency supplies.

Our school complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Staff members supervise students 15 minutes prior to the start of school and at each recess and lunch period. All visitors to the campus must check in at the school office and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate - English-Language Arts	Yes	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes	Yes
Met Percent Proficient - English-Language Arts	N/A	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	0	0
First Year of Program Improvement	0	0
Year in Program Improvement*	0	0
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	5			22	1	3		22		3	
1	19	5			22		3		22		4	
2	20	4	1		21	1	4		20	4	1	
3	20	6			22	1	4		22		5	
4	27		4		25		5		27		4	
5	26		4		28		4		25		5	
6	27		4		27		4		26		4	
Other					20	1			7	2		

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

Average Class Size and Class Size Distribution (Secondary)-NOT APPLICABLE

Subject	Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1.3	N/A
Other	0	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.

Specialized Program/Staff – Most Recent Year

The Del Mar Union School District takes an aggressive role in providing a variety of prevention and intervention programs to ensure the success of every student. These programs include small-group counseling, crisis counseling, parent education evenings, effective classroom instruction, and training for teachers, aides, parents, and community. It also provides a variety of support services, including a school psychologist who consults with school personnel concerning student welfare. Small-group counseling is also provided for issues such as self-esteem, social skills, behavioral issues, divorce, or other traumatic events. The Sage Canyon Student Success Team also supports teachers and students. A full-time registered nurse is available for students in the district, and the health office is staffed with a health technician.

Our school also supports special programs in music, visual art, PE, library, technology, and science. Parent volunteers assist our teachers in providing classroom support where needed as well as run our Math and Science Olympiad Programs.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,412	\$2,039	\$7,372	\$77,372
District	N/A	N/A	\$7,816	\$77,305
Percent Difference – School Site and District	N/A	N/A	-5.68%	0.09%
State	N/A	N/A	\$5,348	\$69,086
Percent Difference – School Site and State	N/A	N/A	37.85%	11.99%

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

Types of Services Funded (Fiscal Year 2014-15)

Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's students and programs, and the Del Mar Schools Education Foundation supports STEAM+ learning, which includes content specialists in the areas of science, technology, art, music, and physical education.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,685	\$42,723
Mid-Range Teacher Salary	\$77,093	\$65,936
Highest Teacher Salary	\$94,594	\$84,545
Average Principal Salary (Elementary)	\$121,573	\$106,864
Average Principal Salary (Middle)		\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$170,000	\$159,133
Percent of Budget for Teacher Salaries	48%	40%
Percent of Budget for Administrative Salaries	5%	6%

NOTE: 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

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district encourages the ongoing professional growth of all staff members and uses a variety of resources to provide professional development.

The district's time banking schedule allows for early dismissal for students on Wednesdays, which provides time for grade level team collaboration, classroom teacher/enrichment teacher planning, district grade level meetings, teacher mentoring, and district professional development.

Site professional development opportunities are aligned to the site strategic planning goals and curriculum focus goals. The site staff development plan is reviewed and approved by the School Site Council and Board of Trustees.

Evaluation/Improving Teachers – Most Recent Year

The Del Mar Union School District recognizes that student learning and achievement begins with the hiring and placement of outstanding teachers using best instructional practices in classrooms. Teachers are assigned to grade levels based on the needs of the district, teacher expertise, and interest. The teaching staff at our school is highly educated and experienced.

New district teachers are evaluated annually for the first two years of their employment. Tenured teachers are evaluated every other year. Teachers are evaluated according to state evaluation guidelines and governing board policies. Evaluations are based on formal and informal classroom observations, completion of the teachers' annual goal-setting objectives, and the quality of teacher and student work. Teacher evaluations are conducted by site principals and/or assistant principals, forwarded to the assistant superintendent of human resources and the superintendent for review, and filed in the employee's personnel file. Teachers receive assistance in formulating and implementing professional learning plans and administrative support is ongoing.

Substitute Teachers – Most Recent Year

The Del Mar Union School District belongs to a consortium, administered by DMUSD, to secure substitute teachers when absences occur. Our school does not experience difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.