

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



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 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 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 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: hmcclurg@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 (School Year 2016–17)

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 sixteenth year serving approximately 753 students in 34 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 collaboration time for our teachers, to supporting weekly STEAM+ 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, Fifth & Sixth Grade Leadership Teams, Lunchtime Clubs, and classroom buddy program offer opportunities to develop individual student interests, leadership skills, and self-esteem. Lunchtime activities include Robotics, Zoo Crew, Chorus, Art, Gardening, Lunch Bunch, Roadrunners Running Club, and Seasonal Sports such as Rugby, Soccer, Basketball, Kickball, etc.
- We utilize Google Docs and Google Apps for our students in third through sixth grade and find 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. Students in grades K-2 have access to iPads, desktops, and alpha smarts in each classroom to support collaborative and project based learning, math, and writing.

- This past year DMUSD invested in instructional technology for all 5th and 6th grade classrooms. This includes an 80" television, iPad, and iPad arm which allows the teacher to instruct from any point in the room and easily project student work right from their desk. In grades K-4 all teachers have access to an iPad and laptop for instructional purposes as well.

Focus for Improvement – Most Recent Year

- Sage Canyon teachers will continue to refine their collaborative learning 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 collaborative team 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 times, 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 in full implementation of the California State Standards. Teachers are working collaboratively to identify instructional approaches to ensure students meet these rigorous expectations. They are using a standards-based report card along with assessments aligned to the California State 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.
- We implemented Fountas & Pinnell's Leveled Literacy Intervention System (LLI) in grades K-2 in 2015-2016 and will be expanding this reading intervention program in the current year to students in Grades K-5 scoring below grade level expectations.
- This year Sage Canyon will broaden its academic learning and behavioral outcomes to encompass non-academic skills and expectations we value and know will help our students compete and be successful in the 21 century. Committee work, professional development, and professional readings will help guide our work in preparing our Coyotes to be better communicators, and build empathy, grit, and integrity.
- Sage is also working on establishing tools and intervention programs to better support our growing ELL population in partnership with our site ELAC committee.

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 2015-16)

Grade Level	Number of Students
Kindergarten	103
Grade 1	77
Grade 2	100
Grade 3	111
Grade 4	119
Grade 5	114
Grade 6	129
Total Enrollment	753

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.5%
American Indian or Alaska Native	0%
Asian	29.9%
Filipino	0.5%
Hispanic or Latino	7.2%
Native Hawaiian/Pacific Islander	0%
White	56.7%
Two or More Races	5.2%
Socioeconomically Disadvantaged	1.5%
English Learners	9%
Students with Disabilities	14.5%
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 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	38	41	41	255
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	2014-15	2015-16	2016-17
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 12 years and this is his 7th 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 2015-16)

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	100.00%	.00%
All Schools in District	100.00%	.00%
High-Poverty Schools in District	.00%	N/A
Low-Poverty Schools in District	100.00%	.00%

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

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

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 instruction 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 2017

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin Reading/Language Arts 2003	Yes	0%
Mathematics	Pearson Investigations 2017	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

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

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: September 2016

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

Month and year in which data were collected: September 2016

	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 8 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) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-6)	88%	87%	87%	87%	44%	48%
Mathematics (grades 3-6)	88%	84%	84%	84%	34%	36%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Six (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	107	91.45%	82.24%
Male	59	54	91.53%	81.48%
Female	58	53	91.38%	83.02%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	33	86.84%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	14	12	85.71%	83.33%
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	55	94.83%	69.09%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	14	8	57.14%	50.00%
Students with Disabilities	22	20	90.91%	55.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	118	94.40%	88.14%
Male	49	45	91.84%	93.33%
Female	76	73	96.05%	84.93%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	31	93.94%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	73	94.81%	83.56%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	21	95.45%	76.19%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	111	93.28%	86.49%
Male	63	56	88.89%	87.50%
Female	56	55	98.21%	85.45%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	34	89.47%	97.06%
Filipino	--	--	--	--
Hispanic or Latino	11	10	90.91%	70.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	63	95.45%	82.54%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	21	95.45%	61.90%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	131	128	97.71%	89.06%
Male	71	70	98.59%	90.00%
Female	60	58	96.67%	87.93%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	28	96.55%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	81	97.59%	82.72%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00%	42.86%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Six (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	117	111	94.87%	86.49%
Male	59	56	94.92%	89.29%
Female	58	55	94.83%	83.64%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	35	92.11%	94.29%
Filipino	--	--	--	--
Hispanic or Latino	14	13	92.86%	76.92%
Native Hawaiian or Pacific Islander	--	--	--	--
White	58	56	96.55%	82.14%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	14	12	85.71%	41.67%
Students with Disabilities	22	20	90.91%	55.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	125	120	96.00%	85.00%
Male	49	47	95.92%	87.23%
Female	76	73	96.05%	83.56%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	33	32	96.97%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	73	94.81%	80.82%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	21	95.45%	61.90%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	119	112	94.12%	85.71%
Male	63	57	90.48%	89.47%
Female	56	55	98.21%	81.82%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	34	89.47%	91.18%
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.00%	81.82%
Native Hawaiian or Pacific Islander	--	--	--	--
White	66	63	95.45%	82.54%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	21	95.45%	66.67%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	131	129	98.47%	78.29%
Male	71	70	98.59%	82.86%
Female	60	59	98.33%	72.88%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	29	29	100.00%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	83	81	97.59%	69.14%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	14	14	100.00%	21.43%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grade 5)	96%	96%	95%	92%	94%	89%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grade Five (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	119	112%	94.12%	94.64%
Male	63	57%	90.48%	94.74%
Female	56	55%	98.21%	94.55%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	38	34%	89.47%	97.06%
Filipino	--	--	--	--
Hispanic or Latino	11	11%	100.00%	81.82%
Native Hawaiian or Pacific Islander				
White	66	63%	95.45%	95.24%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	22	21%	95.45%	80.95%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 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.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.60%	18.60%	63.70%

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.



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 2016–17)

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement*	N/a	N/A
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	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	3	22	3	20	4	1				
1	22		3	22	4	21	1	3				
2	21	1	4	20	4	22		5				
3	22	1	4	22	5	22		5				
4	25		5	27	4	23		5				
5	28		4	25	5	28		4				
6	27		4	26	4	26		5				
Other	20	1		7	2	15	2					

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

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.62	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	1.7	N/A
Resource Specialist (non - teaching)	1.16	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.

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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$10,106	\$2,246	\$7,860	\$82,047
District	N/A	N/A	\$8,217	\$78,068
Percent Difference – School Site and District	N/A	N/A	-4%	5%
State	N/A	N/A	\$5,677	\$71,610
Percent Difference – School Site and State	N/A	N/A	38%	15%

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,685	\$44,507
Mid-Range Teacher Salary	\$77,093	\$68,910
Highest Teacher Salary	\$94,594	\$88,330
Average Principal Salary (Elementary)	\$119,678	\$111,481
Average Principal Salary (Middle)	N/A	\$115,435
Average Principal Salary (High)	N/A	\$113,414
Superintendent Salary	\$185,000	\$169,821
Percent of Budget for Teacher Salaries	46%	39%
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

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.