

Sage Canyon School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sage Canyon School
Street	5290 Harvest Run Dr.
City, State, Zip	San Diego, CA, 92130-4875
Phone Number	858-481-7844
Principal	Alison Fieberg
Email Address	afieberg@dmusd.org
County-District-School (CDS) Code	37680566117923

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Del Mar Union Elementary School District
Phone Number	(858) 755-9301
Superintendent	Dr. Holly McClurg
Email Address	hmclclurg@dmusd.org
Website	http://www.dmusd.org

School Description and Mission Statement (School Year 2020-2021)

About Our School

Principal Fieberg has been an educator for 17 years serving as a classroom teacher, Teacher on Special Assignment in Instructional Services, Assistant Principal, and now Principal. She holds a BS in Elementary Education, a multiple subject credential, an MA in Reading Education, a reading specialist credential, as well as an administrative credential.

Sage Canyon School opened in September of 2000 to serve kindergarten through sixth-grade students. This year, we begin our twentieth year serving approximately 401 in-person students in 22 general education classrooms and one special day classroom. Sage Canyon also has 162 students in the Launch Distance Learning Program. This year, in alignment with our Safe Reopening Plan, kindergarten through third-grade classrooms maintain a student to teacher ratio of approximately 18:1, while fourth through sixth grade maintain a 21:1 ratio. Sage Canyon's student population represents six different ethnic groups and twelve different languages.

Through a commitment to social, emotional, and academic growth, as well as a safe, welcoming, and inclusive school environment, Sage Canyon maximizes the development of the whole child. Each individual's strengths are nurtured and valued as a contributing member of our community. Daily, students further develop critical thinking skills, curiosity, and communication skills. We are committed to providing an innovative, personalized, relevant educational program for all of our students. Our goal is for each child to realize his or her full potential. Yearly, we ensure teachers receive professional development in the area of Cognitively Guided Instruction in mathematics. Additionally, in collaboration with Harvard's Project Zero, staff focus on the cultural forces necessary to create a culture of thinking across Sage Canyon's classrooms. Our classroom environments are flexible and student-focused in an effort to promote student agency and ownership of the learning process. In addition, we want each child to develop strong self-esteem and good character. All Coyotes practice developing the Sage Success Skills including empathy, embracing diversity, grit, integrity, and self-control. We practice developing these skills through the use of the Second Step Curriculum.

Through our STEAM+ Program, we offer weekly classes taught by credentialed specialists in the area of art, physical education, science, and an integration specialist incorporating elements of design thinking in integrated lessons. We want learners to develop a passion for science, to become excellent at applying mathematical knowledge to solve problems, and to have a clear understanding of technology as an important tool in learning. We want our Coyotes to be physically fit, as well as have an appreciation for the fine arts.

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 our parents. There is no doubt that 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!

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	72
Grade 1	72
Grade 2	83
Grade 3	87
Grade 4	114
Grade 5	89
Grade 6	107
Total Enrollment	624

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	35.9
Filipino	0.8
Hispanic or Latino	9.6
White	47.1
Two or More Races	6.4
Socioeconomically Disadvantaged	2.2
English Learners	7.9
Students with Disabilities	14.6
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	37	35	32	284
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	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	Yes	0.00%
Mathematics	Kathy Richardson Developing Number Concepts, Grade K Pearson Investigations Common Core State Standards Math, Grades 1-5 Pearson Connected Math, CMP3, Grade 6	Yes	0.00%
Science	Houghton-Mifflin Science CA, Grades K-5 Prentice Hall Earth Science, Grade 6 NGSS Foss Kits, Grades K-6	Yes	0.00%
History-Social Science	Harcourt Brace, Grades K-6	Yes	0.00%
Foreign Language	Not Applicable	Yes	0.00%
Health	SPARK P.E., Grades K-6	Yes	0.00%
Visual and Performing Arts	Share the Music, McGraw -Hill, Grades K-6 Site-Based	Yes	0.00%

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

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 recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 11/20/2020

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

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	86	N/A	86	N/A	50	N/A
Mathematics (grades 3-8 and 11)	86	N/A	84	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	74	N/A	73	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

We strongly support community involvement through multiple venues. This year, parents continue to contribute through our Parent-Teacher Association (PTA) and the Del Mar Schools Education Foundation. The PTA meets monthly and provides support for school programs and activities that take place over the course of the school year. The Del Mar Schools Education Foundation is a parent-run nonprofit with a core mission of providing robust and engaging learning opportunities through our STEAM+ program. Additionally, parents partner with our school through the School Site Council. The purpose of this committee is to work with parents and staff in our community to review the school goals, oversee the School Improvement Budget as well as our School Safety Plan. Parents work alongside staff and students on our No Place for Hate Committee which plans activities that help make Sage Canyon a welcoming and inclusive school for all children. Due to COVID-19 restrictions, opportunities to volunteer on campus are limited, however under normal circumstances are very welcome. 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.0	0.3	0.1	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1	7	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. All Sage Canyon staff is trained on federal guidelines and best practices for responding to armed intruder situations on a K-12 school campus. This training has been endorsed by local law-enforcement and empowers staff to implement an options-based response for active shooter and other armed-assailant situations.

Our school complies with district safety and security procedures. Our campus is enclosed by fences and gates remained closed and locked during school hours. Our adult crossing guard helps students cross the street safely on their way to and from school. The staff at Sage Canyon considers the health and safety of our students a top priority. The school custodian makes a visual inspection of the campus every morning before students arrive. Staff members supervise students at each recess and lunch periods. All visitors to the campus must check-in at the school office, enter their identification into the visitor management system and wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges for security purposes. Sage Canyon houses a shed full of safety supplies to use in the event of an emergency. These supplies and materials are inventoried and include water, blankets, first aid materials, bandages, cots, portable toilets, flashlights, and food bars to feed 1,000 people.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2	3		22		3		21	1	2	
1	22		4		22	1	3		21	1	2	
2	23		5		22		4		21	1	3	
3	22		4		22		5		22		4	
4	26		4		22		4		22	1	4	
5	28		4		26		4		29		3	
6	22	1	5		25		4		26		4	
Other**					7	2			15	2		

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.744
Psychologist	0.60
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.60
Resource Specialist (non-teaching)	2.00
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13238	2945	10293	91640
District	N/A	N/A	10532	\$90,187
Percent Difference - School Site and District	N/A	N/A	-2.3	1.6
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	28.2	12.9

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

Types of Services Funded (Fiscal Year 2019-2020)

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 School 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 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,012	\$50,574
Mid-Range Teacher Salary	\$85,971	\$76,649
Highest Teacher Salary	\$106,487	\$98,993
Average Principal Salary (Elementary)	\$132,077	\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$245,000	\$193,925
Percent of Budget for Teacher Salaries	43.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	3.7

A comprehensive professional learning program has been designed to support staff in key district and site priorities. Professional learning is differentiated for each professional based on their level of experience, prior level of training and role within the district. The numbers provided in the table represent an average number of professional learning days for educators in Del Mar Union School District. While professional learning continues to be a priority for DMUSD, the average number of days for each teacher has reduced in response COVID-19 pandemic.