

Sage Canyon

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.

Ms. Alison Fieberg, Principal

 Principal, Sage Canyon

About Our School

Principal Fieberg has been an educator for 16 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.

The quality of instruction and collaborative leadership at Sage Canyon School is excellent due to the cooperative efforts of the entire staff and community. Shared decision-making takes place through collaborative staff and parent teams. The School Site Council (SSC), meets at least four times each year. The SSC establishes the budget in accordance with the Single Plan for Student Achievement (SPSA) and approves expenditures. Our SPSA updates annually. Curriculum is developed and aligned in accordance with the state framework, model curriculum standards, district policies, and student instructional needs. The School Site Council includes staff and parents and meets annually to review, update, and establish new school goals and to review curriculum offerings. Our Parent Teacher Association (PTA) meets monthly and supports many school-wide events throughout the year to create a strong sense of community between the school and our families. These events include a multitude of family nights like: Ice Cream Social, Trunk or Treat, Family Campout, Red Ribbon Day, Winter Fest, Science Fair, International Night, Math Club, Science Olympiad, and school-wide assemblies.

Our teachers continue to develop relevant, meaningful, student-centered instructional units of study and align them in accordance with State frameworks, CA Curriculum Standards, district policies, and students' instructional needs. Professional learning community teams continually analyze student performance to develop and align instruction that is driven by student need.

Contact

*Sage Canyon
5290 Harvest Run Dr.
San Diego, CA 92130-4875*

*Phone: 858-481-7844
Email: afeberg@dmusd.org*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Del Mar Union Elementary
Phone Number	(858) 755-9301
Superintendent	Holly McClurg
Email Address	hmclclurg@dmusd.org
Website	http://www.dmusd.org

School Contact Information (School Year 2019—20)	
School Name	Sage Canyon
Street	5290 Harvest Run Dr.
City, State, Zip	San Diego, Ca, 92130-4875
Phone Number	858-481-7844
Principal	Ms. Alison Fieberg, Principal
Email Address	afieberg@dmusd.org
Website	http://www.dmusd.org/sage
County-District-School (CDS) Code	37680566117923

Last updated: 1/7/2020

School Description and Mission Statement (School Year 2019—20)

Sage Canyon School is committed to an unrelenting pursuit of the extraordinary school experience for all of our students. Our mission is to ignite genius and empower students to advance the world. We believe we must seize the opportunity to revolutionize the traditional school system to better prepare today's students. We believe the school experience is built upon a strong academic foundation within a safe, secure environment. We work to ensure each child is realizing their full academic and social potential. We do this through focusing on maintaining a strong academic core, the social and emotional development of our students, as well as modern learning environments that meet students' needs.

Sage Canyon School opened in September of 2000 and serves kindergarten through sixth grade students. We serve approximately 625 students in 28 classrooms. Our warm and inviting school has been designed to support high levels of student collaboration, agency, personalization, as well as cultural intelligence. Our classroom environments are inviting, flexible, and comfortable. Enclosed hallways, quiet rooms, and outdoor learning spaces are also available for use by our students and the many parent volunteers and support staff who assist in various ways throughout the instructional day.

Effective research-based practices are in place at Sage Canyon to support and enhance the instructional program. These practices are in place because we value a strong instructional core, collaboration, and professional development. We provide weekly collaboration time for our teachers to plan and implement a rigorous instructional program. Our teachers are highly trained in Essential Elements of Instruction, Cognitively Guided Instruction in mathematics, Nancy Fetzler Writing strategies, and supporting the development of social and emotional skills. Additionally, our students participate in weekly STEAM+ specialty classes, taught by fully credentialed teachers, which take place in our science and computer labs, art and music studios, and our well-maintained physical education fields.

Our Special Education team meets on a weekly basis to review student progress and assess how to better meet the needs of at-risk students, those with Individualized Education Programs (IEPs), and those who are referred to the Student Study Team.

Major Achievements – Most Recent Year

- Sage Canyon's multifaceted educational program provides opportunities for students to experience art, music, technology, science, and physical education as extensions of the classroom. Our STEAM+ program is recognized as exemplary and recommended throughout the state as a model program.
- We are proud of our students' performance on the Smarter Balanced Assessment. In the last five years, we have been among the top 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.
- Sage Canyon also invests in our students' social and emotional well-being. We teach students skills for learning, empathy, emotion management, and problem-solving skills through the Second Step curriculum.
- All sixth-grade students participate in Del Mar Union School District's World Language Program on a weekly basis. The purpose of this program is to expose students to the Spanish language as well as the cultures of Spanish speaking countries.

- Our Math Club and Science Olympiad teams provide students an opportunity to further develop skills in the area of mathematics and science. Additionally, students can choose to compete against their peers in local and national competitions.
- Our Student Council, Safety Patrol, Lunchtime Clubs, and Classroom Buddy program offer opportunities to develop individual student interests, leadership skills, and self-esteem. Lunchtime activities include Robotics, Zoo Crew, Art Club, Gardening, Film Crew, Music Exploration, Roadrunners Running Club, and seasonal sports tournaments in soccer, basketball, kickball.
- We utilize Google Docs and Google Apps for our students in second 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. Students in grades 2-6 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 and desktop computers in each classroom to support collaborative and project based learning, math, reading, and writing. The goal is to support students in choosing the best technological tool for the task at hand.
- Presently all classrooms house 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 order to make student thinking visible. In grades K-6 all teachers have access to an iPad and laptop for instructional purposes as well.
- In addition to our after school program, before school care is now available beginning at 6:30 am.

Focus for Improvement – Most Recent Year

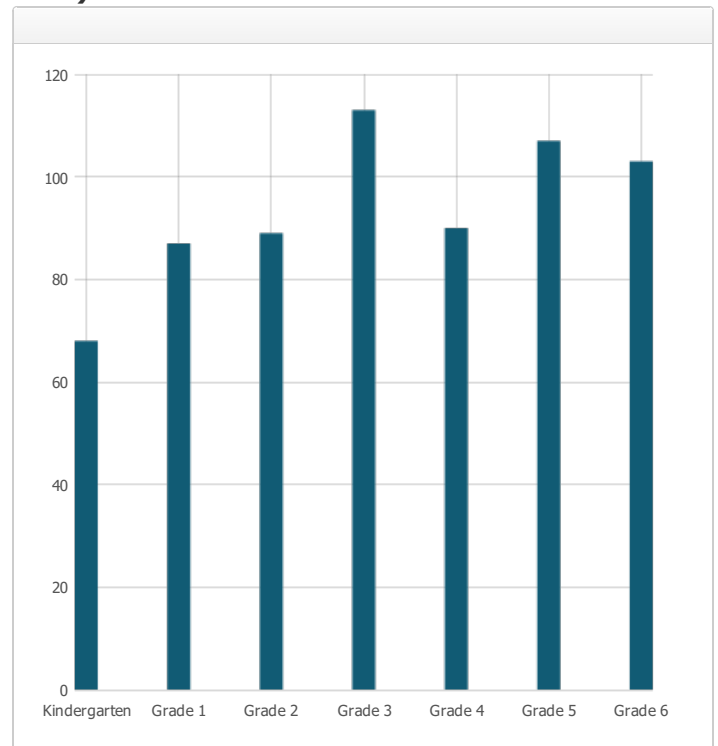
At Sage Canyon, we maintain a collective focus on continuous improvement in an effort to ensure we are doing the best we can for the students we serve. To this end, we:

- Create a welcoming environment for all students, families, and staff. We do this by building strong relationships, focusing on student health and well-being, as well as ensuring excellence in our academic program. We continuously strive to increase students' performance in language arts and mathematics as measured by formal and informal grade-level assessments, district assessments, and the Smarter Balanced Assessment.
- Create a culture of thinking in all classrooms in order to develop both the individual and the group as effective thinkers who are able to engage with and adapt to a changing world. This work is grounded in the research of Project Zero at the Harvard Graduate School of Education.
- Provide professional learning opportunities for teachers to further develop expertise in the areas of Cognitively Guided Math Instruction, Next Generation Science Standards, Creating a Culture of Thinking, as well as the implementation of our English Language Arts curriculum.
- Deliver individualized/small-group instruction through push-in, co-teaching, and specialist support.
- Use the Design Thinking process to solve large, complex, cross-curricular, real-world problems. This process, made up of discreet stages, supports the creation of innovative solutions. The goal is that our students develop skills to solve problems confidently and creatively.
- Prepare our students to have skills for learning, be empathetic and compassionate, manage strong emotions, and be problem solvers using the Second Step curriculum, teacher committee work, professional reading, and partnering with families to guide us.

Last updated: 1/10/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	68
Grade 1	87
Grade 2	89
Grade 3	113
Grade 4	90
Grade 5	107
Grade 6	103
Total Enrollment	657



Last updated: 1/7/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	%
Asian	34.90 %
Filipino	0.60 %
Hispanic or Latino	9.40 %
Native Hawaiian or Pacific Islander	%
White	47.90 %
Two or More Races	7.00 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	4.10 %
English Learners	12.00 %
Students with Disabilities	14.30 %
Foster Youth	%
Homeless	%

A. Conditions of Learning

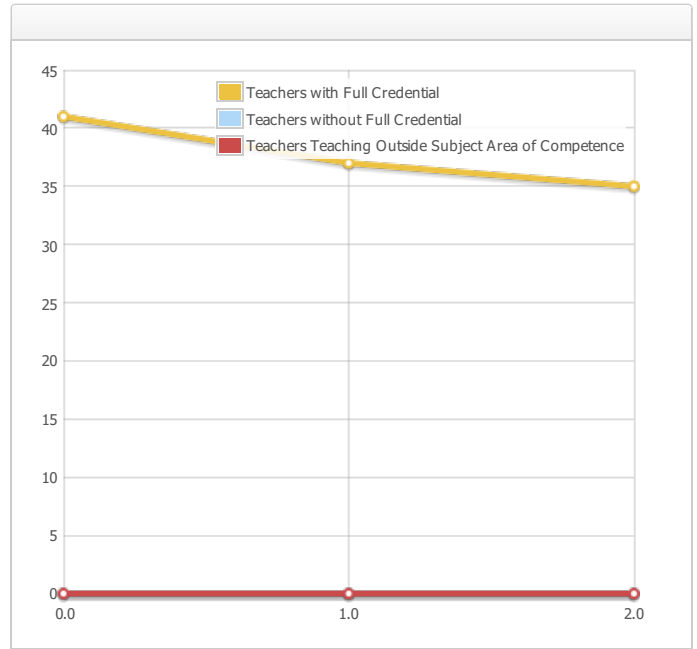
State Priority: Basic

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

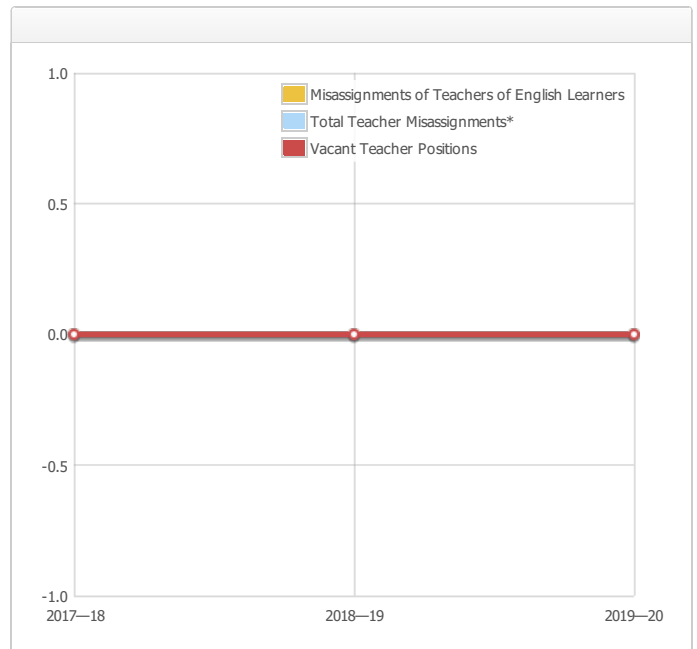
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	41	37	35	242
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/7/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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.

Last updated: 1/7/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the 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		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	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/7/2020

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.

Last updated: 1/10/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2019

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 Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating	Exemplary
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Last updated: 1/7/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	86.0%	86.0%	86.0%	86.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	84.0%	86.0%	84.0%	84.0%	38.0%	39.0%

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

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

Last updated: 1/7/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	417	411	98.56%	1.44%	86.13%
Male	219	216	98.63%	1.37%	81.94%
Female	198	195	98.48%	1.52%	90.77%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	146	142	97.26%	2.74%	93.66%
Filipino	--	--	--	--	
Hispanic or Latino	43	43	100.00%	0.00%	67.44%
Native Hawaiian or Pacific Islander					
White	200	199	99.50%	0.50%	83.92%
Two or More Races	26	25	96.15%	3.85%	92.00%
Socioeconomically Disadvantaged	22	20	90.91%	9.09%	90.00%
English Learners	57	53	92.98%	7.02%	67.92%
Students with Disabilities	66	64	96.97%	3.03%	53.13%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 1/7/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	417	415	99.52%	0.48%	86.27%
Male	219	218	99.54%	0.46%	86.24%
Female	198	197	99.49%	0.51%	86.29%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian	146	146	100.00%	0.00%	93.84%
Filipino	--	--	--	--	
Hispanic or Latino	43	43	100.00%	0.00%	69.77%
Native Hawaiian or Pacific Islander					
White	200	199	99.50%	0.50%	83.92%
Two or More Races	26	25	96.15%	3.85%	88.00%
Socioeconomically Disadvantaged	22	22	100.00%	0.00%	77.27%
English Learners	57	57	100.00%	0.00%	71.93%
Students with Disabilities	66	64	96.97%	3.03%	53.13%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

Last updated: 1/7/2020

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 2018—19)

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	14.80%	34.30%	42.60%

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

Last updated: 1/8/2020

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 2019—20)

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 & Mom's Clubs encourage and facilitate the participation of students' fathers, mothers, 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. Additionally, 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. For more information on additional involvement opportunities, please contact the school.

State Priority: Pupil Engagement

Last updated: 1/10/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.70%	0.30%	0.00%	0.50%	0.30%	0.10%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/7/2020

School Safety Plan (School Year 2019—20)

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, 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.

Last updated: 1/10/2020

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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	4		
1	23.00		5	
2	20.00	2	2	
3	21.00	2	3	
4	28.00		4	
5	23.00		5	
6	27.00		4	
Other**	9.00	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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2	3	
1	22.00		4	
2	23.00		5	
3	22.00		4	
4	26.00		4	
5	28.00		4	
6	22.00	1	5	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		3	
1	22.00	1	3	
2	22.00		4	
3	22.00		5	
4	22.00		4	
5	26.00		4	
6	25.00		4	
Other**	7.00	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.

Last updated: 1/7/2020

Student Support Services Staff (School Year 2018—19)

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)	0.62
Psychologist	1.00
Social Worker	0.00
Nurse	0.30
Speech/Language/Hearing Specialist	1.40
Resource Specialist (non-teaching)	1.05
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.

Last updated: 1/7/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12208.00	\$2720.00	\$9488.00	\$92114.00
District	N/A	N/A	\$9743.00	\$91008.00
Percent Difference – School Site and District	N/A	N/A	-2.62%	1.22%
State	N/A	N/A	\$7506.64	\$77619.00
Percent Difference – School Site and State	N/A	N/A	24.60%	18.67%

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

Last updated: 1/17/2020

Types of Services Funded (Fiscal Year 2018—19)

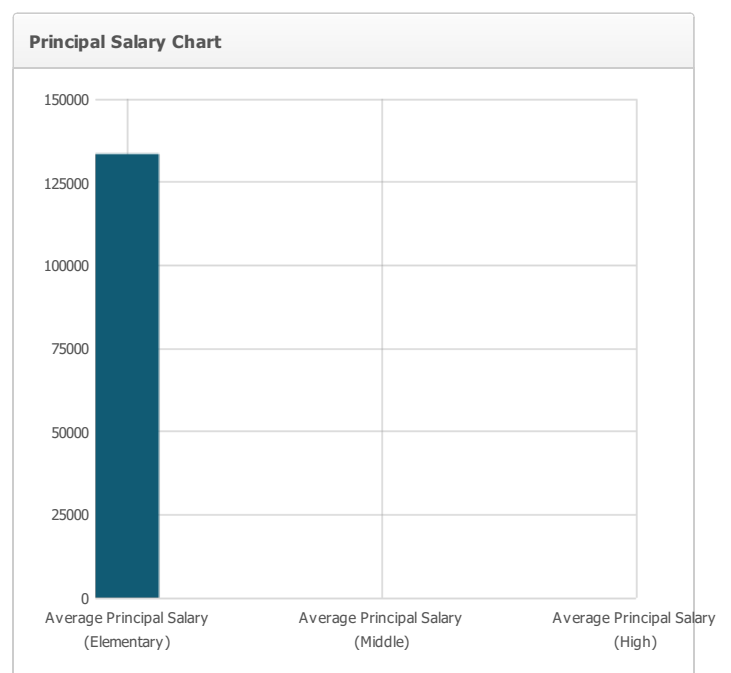
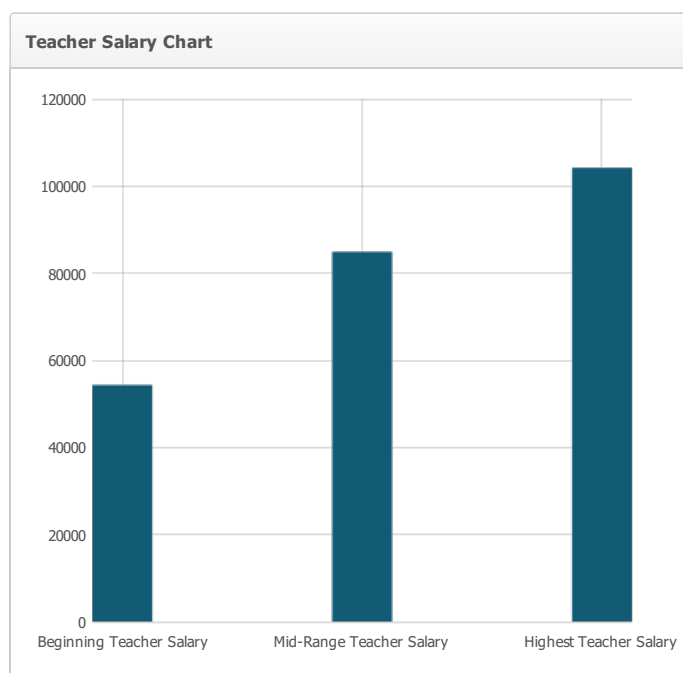
Our school receives funding from the state and federal government for various programs, which are reviewed by the School Site Council. All programs support improved learning for our students through goals set in our Single Plan for Student Achievement. In addition, many local businesses support our district's 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.

Last updated: 1/10/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,333	\$49,378
Mid-Range Teacher Salary	\$84,910	\$77,190
Highest Teacher Salary	\$104,185	\$96,607
Average Principal Salary (Elementary)	\$133,477	\$122,074
Average Principal Salary (Middle)	\$	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$221,000	\$189,346
Percent of Budget for Teacher Salaries	44.00%	36.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/7/2020

Professional Development

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.

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Measure	2017–18	2018–19	2019–20
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	6

Last updated: 1/16/2020