



School Accountability Report Card
Published During School Year 2003/2004
(Data Compiled During School Year 2002/2003*)

DEL MAR UNION SCHOOL DISTRICT

225 9TH STREET, DEL MAR CALIFORNIA 92014 • SUPERINTENDENT: THOMAS F. BISHOP

Board of Trustees: President, Janet Lamborghini • Clerk, Peggy Yamamoto • Linda Crawford • Annette Easton • Barbara Myers

***Notes regarding the source and currency of data:**

Data included in this School Accountability Report Card (SARC) is consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/datasources.asp>. Most data presented in this report was collected from the 2002/2003 school year or from the two preceding years (2000/2001 and 2001/2002). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report was collected in 2001/2002.

School Information		District Information	
School Name	Sage Canyon School	District Name	Del Mar Union School District
Principal	Jeff Swenerton	Superintendent	Thomas F. Bishop
Street	5290 Harvest Run Drive	Street	225 9 th Street
City, State, Zip	San Diego, California 92130	City, State, Zip	Del Mar, California 92014
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MESSAGE FROM THE PRINCIPAL, JEFF SWENERTON

Sage Canyon School opened in September of 2000 serving kindergarten through sixth grade. This year we enthusiastically begin our fourth year.

Sage Canyon School is committed to providing a nurturing and inspiring educational program for all of our students. It is our goal that our students realize their potential. Our program not only includes an emphasis on academics, but also the development of a strong self-esteem, an appreciation of the fine arts, an interest in science, and an understanding of technology as an important tool.

We began the 2003/2004 school year with 600+ students (647 students as of October 1, 2003) in 31 classes ranging from kindergarten through sixth grade. We provide a Resource Specialist Program, a psychologist, and Speech Pathologists for support of our students with special needs. Through our Extended Studies Program, we offer enrichment to all students in Art, Music, Technology, Science Lab, Library, and Physical Education. In addition, our English Language Learner Program supports a number of our students who are learning English.

Our parents and community are active participants in the development of an evolving vision of the school through participation on the Strategic Planning Team, the School Site Council, and other

advisory committees. Parents also support the school through a very successful volunteer program, Parent Teacher Association, and donations to our Foundation.

SCHOOL DESCRIPTION, MULTI-FACETED PROGRAM AND MISSION STATEMENT

Sage Canyon School is committed to the development of the total child. We are committed to academic excellence, meeting the varying needs of all our students, and the education of unique opportunities in science, technology, and the fine arts. This includes programs within the classroom and outside the classroom. This year we have credentialed teachers providing supplemental programs for all students in technology, science, art, and music. Additional staff provides instruction in physical education and library skills.

In addition, we are pleased to offer unique programs that address educational needs in special education, English Language acquisition, and educational seminar groups in math and other areas. There are a number of student clubs and a student council that offer opportunities to develop individual student interests, leadership skills, and self-esteem.

Mission Statement

Our school's philosophy is reflected in the following Mission Statement:

The mission of **Sage Canyon School**, in cooperation with the staff, supportive parents and an involved community, is to enable our children to recognize and reach their full potential.

We seek to create an environment which:

- Develops basic skills, higher-level thinking, and problem solving strategies.
- Integrates technology across the curriculum.
- Instills a love of learning, a sense of humor, and a curiosity about the world.
- Promotes a social, environmental, and global consciousness.
- Encourages respect and caring for our physical and emotional well-being.
- Appreciates individual uniqueness and multi-cultural diversity.
- Fosters personal expression through both written and spoken language, and the arts.



District Strategic Plan

In June 1999, the Board of Trustees approved a five-year Strategic Plan, which identified the top District goals for 1999-2004. These goals include:

- Program improvement;
- Additional staff development;
- Improved technology use/access;
- Development of additional funding source/reduction in transportation expenses; and
- Development of a facility master plan for new construction and modernization.

During the 2003/2004 school year, the District Strategic Plan will be updated to reflect areas that have been successfully implemented since 1999 and to add additional goals for Communication and Government Relations. A copy of the DMUSD Strategic Plan is available at the Sage Canyon School office or the District website at www.delmarschools.com. Click on "Strategic Plan".

Site Strategic Plan

The **Sage Canyon** Strategic Planning Team members unanimously approved Action Plans for the following goals:

Technology: A plan that provides students with unlimited technology access to research, communicate, create and publish in all subject areas.

Curriculum: A school-wide curriculum map to integrate language arts, math, social studies and science with alternate opportunities for assessment.

Collaboration: Frequent and ongoing times for all staff, including those working with Special Education, ESC and ELL programs, to collaborate within and across the grade levels.

Extended Programs: A Fine Arts program and Physical Education program that regularly provides instruction to all students.

Character Education: A school-wide, comprehensive “life skills” curriculum that teaches character development.

Instructional Materials: A plan that assures materials, placements and instructional strategies meet individual student’s abilities interests and needs.

A copy of the Sage Canyon Strategic Plan (with the detailed objectives for each goal area) is available at the Sage Canyon School office or the school’s webpage at www.delmarschools.com/sage. Click on “Strategic Plan”.

OPPORTUNITIES FOR PARENTAL AND COMMUNITY INVOLVEMENT

Contact Person Name	<i>Jeff Swenerton</i>	Contact Person Phone Number	<i>(858) 481-7844</i>
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Sage Canyon School strongly supports community involvement through:

- the **School Site Council** that meets monthly and is an important advisory council to review the effectiveness of the school program in meeting the needs of all the students. In addition, the council develops the School Site Plan related to improving school instruction. The council recommends the allocations of the School Improvement Funds received from the State.
- the **Strategic Planning Team/Action Team** that meets annually to develop a clear vision of the school through the active participation of the principal, teachers, staff, and parent community.
- the **PTA** which meets monthly and provides support for school programs and activities.
- the **Parents** who are welcome to participate in their child’s education by serving as volunteers in the school.
- the **Students** whose involvement in their community and environment is encouraged by recycling paper and aluminum cans to benefit San Diego Zoo's CRES Program.
- the **Local businesses** that support district students and programs.

I. DEMOGRAPHIC INFORMATION

Student Enrollment, by Grade Level (as of Oct. 1, 2003)

Grade Level	Enrollment
Kindergarten	89
Grade 1	105
Grade 2	118
Grade 3	109
Grade 4	77
Grade 5	88
Grade 6	61
Total Enrollment	647

Student Enrollment, by Ethnic Group

The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data Systems (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students	Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	11	1.7%	Hispanic or Latino	23	3.5%
American Indian or Alaska Native	0	.1%	Pacific Islander	0	0%
Asian-American	146	22.5%	White (Not Hispanic)	464	71.7%
Filipino-American	1	.1%	Other	0	0%

II. SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Facility and School Safety

Review of Safety Plan	<i>Continuous</i>	Discussions with Staff	<i>Continuous</i>
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The Sage Canyon School is in its fourth year as a state of the art facility that provides students with a safe, clean, and attractive environment conducive to productive learning. Our buildings create optimal flexibility to accommodate the educational needs of our students. Our unique design accommodates such special programs as music, drama, art, library, computer lab, and science lab.

Plans, policies and procedures are in place to ensure students' safety, including preparation for emergencies or contingencies. Regularly scheduled fire, lock down, and disaster drills are conducted. Each classroom is equipped with a backpack containing emergency supplies provided by the PTA. A full-time registered nurse is available to students.

Our custodial staff, consisting of one daytime custodian and two additional evening custodians, perform cleaning operations throughout the school. Maintenance and landscaping duties are provided by district personnel.

School Programs and Practices that Promote a Positive Learning Environment

A friendly, positive and enthusiastic attitude toward students and learning is evident upon entering Sage Canyon School. Sage Canyon's discipline policy is based on the belief that the best way to eliminate behavior problems is to develop programs which challenge students' academic interests and emphasize good citizenship training. Every effort is made to develop self-initiative, self-esteem, self-discipline and self-government. The establishment and maintenance of this policy

requires a shared responsibility between parents and staff.

Suspensions and Expulsions

The number of suspensions and expulsions is the total number of incidents that result in a suspension or expulsion. The rate of suspensions and expulsions is the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) total enrollment for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Suspensions (number)	1	2	3	16	5	18
Suspensions (rate)	.15%	.34%	.4%	.52%	.15%	.5%
Expulsions (number)	0	0	0	0	0	0
Expulsions (rate)	0	0	0	0	0	0

III. ACADEMIC DATA

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11, and Science and History-Social Science in grades 9-11; and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive academic data comparison information for schools in the Del Mar School District, showing test comparison data for various subgroup populations, in addition to the data presented here.

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST - English Language Arts

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	89	78	82	75	79	78	32	32	36
3	88	83	83	79	75	77	30	34	33
4	77	83	89	80	83	82	33	36	39
5	72	72	86	76	74	80	29	31	36
6	78	67	87	80	78	83	31	30	36

CST - Mathematics

Percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standard)

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	n/a	88	91	n/a	83	85	n/a	32	53
3	n/a	84	90	n/a	76	83	n/a	34	46
4	n/a	77	84	n/a	79	82	n/a	36	45
5	n/a	80	80	n/a	75	82	n/a	31	35
6	n/a	71	77	n/a	77	79	n/a	30	34

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Norm-Referenced Test - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	90	85	87	83	84	83	50	52	46
3	86	85	82	84	81	78	46	47	34
4	87	87	87	82	87	78	47	50	35
5	87	82	82	85	83	81	45	46	41
6	84	80	86	86	86	83	48	49	45

Norm-Referenced Test - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
2	94	92	90	87	88	87	59	62	57
3	91	94	93	89	88	86	61	64	52
4	85	86	92	86	87	85	54	58	48
5	94	90	96	90	80	92	55	58	49
6	92	89	88	92	90	88	60	62	51

California Fitness Test

Data reported is the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/pfl/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	41.1%	44%	38.7%	42.9%	46.1%	39.8%	23.8%	25.2%	22.3%

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: *The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.*

Subgroup APIs and Targets: *In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.*

Percent Tested: *In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.*

Statewide Rank: *Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).*

Similar Schools Rank: *Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.*

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive academic data comparison information for schools in the Del Mar School District, showing test comparison data for various subgroup populations.

School Wide API

	API Base Data		
	2000	2001	2002
Base API Score	*n/a	920	926

*Sage Canyon School opened in the fall of 2000.

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive comparison data for schools in the Del Mar School District, showing more awards and intervention comparison data.

	Awards/Interventions		
	2001	2002	2003
Eligible for Governor's Performance Award	n/a	No	Yes
Identified for Program Improvement	No	No	No

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal. Parents and community members are encouraged to visit the California State Department of Education website at <http://www.cde.ca.gov/ta/ac/ap/> for extensive comparison data for schools in the Del Mar School District, showing more information on AYP data.

	Adequate Yearly Progress (AYP) School			Adequate Yearly Progress (AYP) District		
	2001	2002	2003	2001	2002	2003
All Students	n/a	n/a	Yes	n/a	n/a	Yes

V. CLASS SIZE

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students, by grade level as reported by CBEDS

Grade Level	2001				2002				2003			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	17.7	7			17.8	5			19.7	4.5		
1	18.3	7			18.17	6			19.1	5.5		
2	16.8	6			17.3	6			19.6	6		
3	18.75	5			18.5	4			18.1	6		
4	23.3		3		24.6		3		25.6		3	
5	28.6		4		28.5		2		25.1		5	
6	23		3		25		3		24.4		5	
K-3	17.88				17.94				19.1			
3-4	21.02				21.55				20.6			
4-8	24.9				26.0				25.1			

□

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Percentage of Pupils Participating			
Grade Level	2001	2002	2003
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

VI. TEACHER AND STAFF INFORMATION

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data is not available for teachers with a full credential and teaching outside his/her subject area.

Teachers in the Del Mar Union School District are assigned to a grade level based on the needs of the district and teacher interest.

In October of 2003, the District employed a total of approximately 238 teachers, who are assigned to regular education classrooms, instructional support programs or special education.

In addition, the District employs a Superintendent, an Assistant Superintendent of Curriculum and Instruction, a Director of Pupil Services, a Director of Technology, a Director of Human Resources/Facilities, six principals and two assistant principals.

All district teachers are highly qualified and have the required professional training and appropriate credentials.

To learn more about the educational background of the principal and teaching staff, parents are encouraged to visit the schools' webpage at www.delmarschools.com/sage. Click on "Principal's Message", then "Principal's Bio". For teachers, click on "Teacher Web Pages", select the teacher, and click on "Bio".

	2001	2002	2003
Total Number of Teachers	39	34	34
Full Credential (full credential and teaching in subject area)	39	34	34
Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-interns and Emergency Permits)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Teachers in the Del Mar Union School District are evaluated on a regular basis by the principal. The evaluation process is in accordance with governing board policies, teachers' association input, and state evaluation guidelines. Teachers are provided assistance in formulating and implementing professional development plans. Peer and administrative support is ongoing.

Substitute Teachers

To date, Sage Canyon School has experienced no difficulties obtaining qualified substitute teachers to instruct classes for teachers who are absent.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100% full time. Two staff persons working 50% of full time also equals one FTE.

Title	FTE
Counselor	0
Librarian	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1

VII. CURRICULUM AND INSTRUCTION

School Instruction and Leadership

The quality of instruction and leadership at Sage Canyon School is excellent, due to the development of a clear vision of the school through Strategic Planning and the active participation of the principal, teachers, staff, and parent community at a number of levels. This broad base of participation includes membership on the school Strategic Planning Team, Action Teams, School

Site Council and other school advisory committees.

Sage Canyon has a strong commitment to team teaching and across grade level planning. The staff meets weekly in staff meetings and teacher-team meetings. Aide and support staffs also meet weekly.

Curriculum is developed and aligned to state and district standards to meet our students' instructional needs.

Professional Development

In accordance with the State Department of Education guidelines, the Del Mar Union School District has developed a master plan for curriculum improvement and staff development. Annual school goals and an inservice plan are developed by the staff and reviewed by the School Site Council and the Board of Trustees. The district encourages the ongoing professional growth of its faculty. There are three teacher inservice days scheduled during the school year.

The 2003/2004 District staff development program will focus primarily on improving literacy. Some of the planned inservices include:

- *Understanding the District writing assessment*
- *Strategies for Guided Reading and comprehension*
- *Connecting with the Content Standards*
- *Six Traits Writing Model*

Additionally, there will be a continued emphasis on the use of data to inform instruction and the use of technology as a tool to extend and enrich student learning.

An effective process for staff development and curriculum improvement supports the school goals. This year's District and site staff development program focus on the above goals.

Quality and Currency of Textbooks and Other Instructional Materials

The Del Mar Union School District uses the state's seven-year cycle process to review and adopt curriculum materials aligned to the state content standards. Teachers and parents are an integral part of the selection process. Materials are sufficient in number to support all instructional programs. Over the last several years the District has purchased a K-6 mathematics program, a K-6 writing program, a K-6 program for English language development, K-6 science programs, a Gr. 1-6 spelling program, and a K-6 social studies program. In the spring of 2003, a new K-3 English/Language Arts program was adopted.

Students at Sage Canyon School have access to a variety of instructional materials, including; science lab equipment, computer lab equipment, classroom computers, music and art equipment and supplies, audio visual digital equipment, comprehensive library and classroom literature collections, reference materials, social studies materials, math manipulatives, and instructional materials for skill re-teaching and acceleration.

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Instructional Minutes

The California Education Code establishes a required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Annual Instructional Minutes in Various Subjects

Teachers in Del Mar schools incorporate many research-based instructional strategies, which integrate the curriculum throughout the instructional day. Students receive daily comprehensive instruction in Reading/Language Arts; Writing; Mathematics; History/Social Science, as well as instruction in Art, Music, Technology, and Enriched Science.

Grade Level	Instructional Minutes	
	Offered in DMUSD schools	State Requirement
K	49,950	36,000
1	54,675	51,220
2	54,675	51,220
3	54,675	51,220
4	54,675	54,000
5	54,675	54,000
6	54,675	54,000

□

□ Total Number of Minimum Days

For the 2003/2004 school year, the Board of Trustees of the Del Mar Union School District approved the implementation of a “time banking” schedule to create time for important staff development activities. With the time banking schedule, weekly instructional minutes are re-organized so that on four days each week, students have more instructional minutes. This creates less instructional minutes needed on day five. However, the overall total of instructional minutes remains the same. Every Wednesday is a “time banked” day for students, with school hours from 8:00 – 12:30 p.m. Additionally, there are ten scheduled minimum days used for fall and spring parent-student and teacher conferences.

IX. FISCAL AND EXPENDITURE DATA

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by Education Code Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

	District	State
Beginning Teacher Salary	32,751	34,112
Mid-Range Teacher Salary	59,152	51,432
Highest Teacher Salary	70,656	64,438
Average Principal Salary	92,076	84,303
Superintendent Salary	132,290	115,103
Percentage of Budget for Teachers' Salaries	45.5%	42.96%
Percentage of Budget for Administrative Payrolls	4.98%	6.17%

Expenditures (Fiscal Year 2001-2002)

District		State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$21,737,717	\$7,350	\$6,515	\$6,830

Types of Services Funded

In addition to information elsewhere in this document about our multi-faceted program, there are additional services available, such as those indicated below.

Student Support Services

The Del Mar Union School District provides a variety of support services. The school psychologist provides consultation to school personnel who have concerns regarding their students' welfare. The school psychologist also provides small group counseling for such issues as self-esteem, social skills, behavioral issues, divorce or other traumatic events. The district also provides a series of speakers who provide programs to assist parents with their parenting skills.

Sage Canyon School has a student study team, which uses a problem solving process to provide modifications/accommodations in support of teachers and students. The District is also proactive in evaluating students with suspected disabilities and in providing a full range of special education levels of service.

Preventative Intervention Programs

The **Del Mar Union School District** takes an aggressive role in providing a variety of prevention and intervention programs to assure the success of each and every student in our school. Our philosophy is to intervene as early as possible to prevent or decrease the likelihood of a problematic situation from arising. Preventative intervention programs are integrated throughout all levels of our school environment and include such strategies as small group counseling; crisis counseling; parent education evenings; effective classroom instruction; inservicing of teachers, aides, parents, and community; and special education outreach to all community preschools.

For More Information

Parents and community members are encouraged to visit the District website at www.delmarschools.com for more information about the District and its programs. Parents and community members are specifically encouraged to visit the Sage Canyon School homepage which can be bookmarked directly at www.delmarschools.com/sage for more information about site programs, schedules, events, teacher web pages, and links to other information of interest to the school community. In addition, feel free to contact the school directly for more information at (858) 481-7844.