

School Accountability Report Card

School Year 2002/2003

Quality Counts
2002
A National Assessment of Education Progress

DEL MAR UNION SCHOOL DISTRICT

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

School Information		District Information	
School Name	Sage Canyon School	District Name	Del Mar Union School District
Principal	Jeff Swenerton	Superintendent	Thomas F. Bishop
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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 third 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 2002-2003 school year with approximately 600 students (582 students as of October 2, 2002) in 28 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 our 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.

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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 2002/2003 school year, the District Strategic Plan will be updated to reflect areas that have been successfully implemented since 1999 and to add a new goal for communication. A copy of the DMUSD Strategic Plan is available at the Sage Canyon School office.

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.

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. 2, 2002)

Grade Level	Enrollment
Kindergarten	89
Grade 1	109
Grade 2	104
Grade 3	74
Grade 4	74
Grade 5	57
Grade 6	75
Total Enrollment	582

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	6	1.0%	Hispanic or Latino	27	4.6%
American Indian or Alaska Native	0	0%	Pacific Islander	0	0%
Asian-American	126	21.6%	White (Not Hispanic)	421	72.3%
Filipino-American	1	.1%	Other	1	.1%

II. School Safety and Climate for Learning

School Facility and School Safety

Review of Safety Plan	Continuous	Discussions with Staff	Continuous
<p>The Sage Canyon School is in its third 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.</p> <p>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.</p> <p>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.</p>			

School Programs and Practices that Promote a Positive Learning Environment

<p>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.</p>
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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		
	2000	2001	2002	2000	2001	2002
Suspensions (number)	0	1	2	0	16	5
Suspensions (rate)	0	.15%	.34%	0	.52%	.15%
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 the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (grades 2-11), Spelling (grades 2-8), and Science and History-Social Science (grades 9-11 only). *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

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 have met state standards in that content area. *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		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	89	78	n/a	75	79	n/a	32	32
3	n/a	88	83	n/a	79	75	n/a	30	34
4	n/a	77	83	n/a	80	83	n/a	33	36
5	n/a	72	72	n/a	76	74	n/a	29	31
6	n/a	78	67	n/a	80	78	n/a	31	30

CST - Mathematics

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

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	88	n/a	n/a	83	n/a	n/a	32
3	n/a	n/a	84	n/a	n/a	76	n/a	n/a	34
4	n/a	n/a	77	n/a	n/a	79	n/a	n/a	36
5	n/a	n/a	80	n/a	n/a	75	n/a	n/a	31
6	n/a	n/a	71	n/a	n/a	77	n/a	n/a	30

Stanford 9 (SAT 9)

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage 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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

SAT 9 - Reading

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	90	85	84	83	84	48	50	52
3	n/a	86	85	81	84	81	44	46	47
4	n/a	87	87	87	82	87	45	47	50
5	n/a	87	82	84	85	83	44	45	46
6	n/a	84	80	83	86	85	47	48	49

SAT 9 - Mathematics

Percentage of students scoring at or above the 50th percentile

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	94	92	87	87	88	57	59	62
3	n/a	91	94	87	89	88	57	61	64
4	n/a	85	86	85	86	87	51	54	58
5	n/a	94	90	89	90	80	51	55	58
6	n/a	92	89	91	92	90	57	60	62

California Fitness Test

Percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards)

Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	46.6%	n/a	n/a	45.9%	n/a	n/a	22.2%	n/a	n/a

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.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

School Wide API

	API Base Data		
	1999	2000	2001
Base API Score	n/a	n/a	920

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	2000				2001				2002			
	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+	Avg.	1-20	21-32	33+
K	17.33	6			17.7	7			17.8	5		
1	16.25	4			18.3	7			18.17	6		
2	17	3			16.8	6			17.3	6		
3	16.66	3			18.75	5			18.5	4		
4	25.67		3		23.3		3		24.6		3	
5	24		2		28.6		4		28.5		2	
6	20.5		2		23		3		25		3	
K-3	16.81				17.88				17.94			
3-4	21.16				21.02				21.55			
4-8	23.36				24.9				26.0			

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	2000	2001	2002
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 are 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 grade level based on the needs of the district and teacher interest.

In October of 2002, the District employed a total of approximately 208 teachers, who are assigned to regular education classrooms, instructional support programs or special education.

In addition to the Superintendent, the District employs an Assistant Superintendent of Curriculum and Instruction, a Director of Student Services, a Director of Technology, a Director of Human Resources and Facilities and six principals.

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

	2000	2001	2002
Total Number of Teachers	25	39	34
Full Credential (full credential and teaching in subject area)	25	39	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 2002/2003 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 new 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-6 English/Language Arts program will be 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.

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	41,860	36,000
1	54,780	51,220
2	54,780	51,220
3	54,780	51,220
4	54,780	54,000
5	54,780	54,000
6	54,780	54,000

Total Number of Minimum Days

For the 2002/2003 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 2000-2001)

Statewide data categories used for comparison are determined by type (Elementary, High and Unified) and enrollment, as defined in Management Bulletin 02-04. The statewide average for principals is aggregated by district. There is no statewide average calculated for Common Administration Districts.

	District	State
Beginning Teacher Salary	31,952	34,611
Mid-Range Teacher Salary	54,953	53,100
Highest Teacher Salary	68,932	65,312
Average Principal Salary	87,639	80,909
Superintendent Salary	132,290	109,512
Percentage of Budget for Teachers' Salaries	45%	43.49%
Percentage of Budget for Administrative Payrolls	5%	5.9%

Expenditures (Fiscal Year 2000-2001)

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)
19,730,056	7,459	n/a	n/a

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.