

# Sage Canyon School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### • SCHOOL •

## General Information about the School Accountability Report Card (SARC)

### SARC Overview



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 web page 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.

### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

<b>School Name</b>	Sage Canyon School
<b>Street</b>	5290 Harvest Run Dr.
<b>City, State, Zip</b>	San Diego, CA 92130
<b>Phone Number</b>	858-481-7844
<b>Principal</b>	Maria Parker
<b>Email Address</b>	mparker@dmusd.org
<b>School Website</b>	sagecanyon.dmusd.org
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	37680566117923

## 2025-26 District Contact Information

<b>District Name</b>	Del Mar Union School District
<b>Phone Number</b>	(858) 755-9301
<b>Superintendent</b>	Marisa Janicek
<b>Email Address</b>	mjanicek@dmusd.org
<b>District Website</b>	www.dmusd.org

## 2025-26 School Description and Mission Statement

Sage Canyon School opened in September 2000 to serve kindergarten through sixth-grade students. As a school community, we have come together to provide an intellectually challenging, standards-based, integrated curriculum built on a solid foundation of fundamental skills, enrichment opportunities, and a broad base of knowledge, enabling students to meet and exceed the rigorous California Standards. Sage Canyon School fosters high achievement and was recognized as a California Distinguished School in 2023. We currently serve approximately 425 students in 20 general education classrooms and one special day classroom. Sage Canyon's student population represents a diverse community.

Through a commitment to social, emotional, and academic growth as well as a welcoming and inclusive school environment,

## 2025-26 School Description and Mission Statement

Sage Canyon maximizes the development of the whole child. Each individual's strengths are nurtured and valued as a contributing member of our community. Each day, students are encouraged to embrace challenges by emphasizing adaptability, empathy, and intellectual curiosity. We are committed to providing an innovative, personalized, relevant educational program for all of our students. Our goal is for each child to realize their full potential by learning essential skills that allow them to thrive in school and beyond.

The Sage Canyon staff provides students with rigorous opportunities to make students comfortable taking risks, adept at collaboration, confident in the face of significant challenges, and skilled at carving out unique solutions. Through our STEAM+ Program, our credentialed specialists provide opportunities that enhance the learning experiences for all our students. 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.

Goals for the 2025-2026 school year include:

- Students will engage in authentic learning experiences that encourage exploration, critical thinking, and innovation. Through interdisciplinary projects and by tapping into their passions, interests, and strengths, students will deepen their understanding of content and demonstrate it in various personalized ways.
- Students will take an active role in shaping a school culture that values inclusivity, equity, and collective leadership. By participating in collaborative problem-solving and community-building, students will learn the importance of embracing diversity and fostering meaningful relationships. Students will grow as leaders who respect diverse perspectives and contribute positively to their school and community.
- Students will use flexible, comfortable, age-appropriate learning environments to foster student agency, personalization in learning, and collaboration. The process of student thinking and learning will be visible throughout campus spaces.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	53
Grade 2	63
Grade 3	61
Grade 4	63
Grade 5	86
Grade 6	79
<b>Total Enrollment</b>	<b>457</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3
Male	47.5
Asian	33.3
Black or African American	0.2
Filipino	0.7
Hispanic or Latino	9.8
Two or More Races	7.7
White	46.2
English Learners	9.2
Foster Youth	0.4
Homeless	0.2
Socioeconomically Disadvantaged	4.2
Students with Disabilities	8.8

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	35	100	231.9	94.89	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	7	2.86	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1	0.41	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	4.5	1.84	15831.9	5.67
<b>Total Teaching Positions</b>	35	100	244.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24	100	188	97.41	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	1	0.52	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	2	1.04	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	2	1.04	14303.8	5.15
<b>Total Teaching Positions</b>	24	100	193	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24	96	192.1	96.97	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	1.01	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	0	0	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0	0	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	4	4	2.02	13705.8	4.91
<b>Total Teaching Positions</b>	25	100	198.1	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	0

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2026
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders, Grades K-5 McGraw Hill StudySync, Grade 6	0.00%
<b>Mathematics</b>	Kathy Richardson Developing Number Concepts, Grade K Savvas Investigations Common Core State Standards Math, Grades 1-5 Savvas Connected Math (CMP3), Grade 6	0.00%
<b>Science</b>	Amplify Science, Grades K-6 FOSS Science, Grades K-6	0.00%
<b>History-Social Science</b>	TCI Social Studies Alive! Grades K-5 TCI History Alive! Grade 6	0.00%
<b>Foreign Language</b>	Not Applicable	
<b>Health</b>	District Designed Standards Based Program	0.00%
<b>Visual and Performing Arts</b>	District Designed Standards Based Program	0.00%
<b>Science Laboratory Equipment (grades 9-12)</b>	Not Applicable	

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 is 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

## School Facility Conditions and Planned Improvements

works cooperatively with the district maintenance staff to ensure the timely handling of needed facility repairs and immediate response to safety or health needs that arise.

Year and month of the most recent FIT report

November 2025

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	88	87	80	81	47	48
<b>Mathematics</b> (grades 3-8 and 11)	89	88	81	82	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	278	275	98.92	1.08	86.55
Female	150	148	98.67	1.33	89.86
Male	128	127	99.22	0.78	82.68
American Indian or Alaska Native	0	0	0	0	0
Asian	99	99	100.00	0.00	91.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	29	96.67	3.33	75.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	93.33
White	131	129	98.47	1.53	84.50
English Learners	15	13	86.67	13.33	15.38
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	12	92.31	7.69	58.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	47.83

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	278	277	99.64	0.36	88.09
<b>Female</b>	150	150	100.00	0.00	87.33
<b>Male</b>	128	127	99.22	0.78	88.98
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	99	99	100.00	0.00	96.97
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	30	29	96.67	3.33	68.97
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	15	15	100.00	0.00	93.33
<b>White</b>	131	131	100.00	0.00	85.50
<b>English Learners</b>	15	15	100.00	0.00	46.67
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	13	13	100.00	0.00	53.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	23	95.83	4.17	52.17

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	85.33	80.95	72.99	74.41	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	84	84	100.00	0.00	80.95
<b>Female</b>	50	50	100.00	0.00	88.00
<b>Male</b>	34	34	100.00	0.00	70.59
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	28	28	100.00	0.00	92.86
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	43	43	100.00	0.00	81.40
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

## 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 regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

At Sage Canyon School, we value the partnership between families and our school community. We recognize the importance of parent and community engagement and offer various ways for parents to become involved in our school's diverse culture. Our PTA is an active organization that meets monthly and provides invaluable support for a variety of school programs and events. Through the PTA, parents can help organize and participate in activities such as the Readathon, Fall Fest, The Imagination Machine, assemblies, book fairs, and more. For additional information, please visit <https://sagecanyonpta.membershiptoolkit.com/>

The Del Mar Schools Education Foundation (DMSEF) plays a key role in supporting our STEAM+ program, which enriches learning in areas such as science, technology, physical education, arts, and music. Sage Canyon's DMSEF representatives lead initiatives such as the annual Jogathon and the STEAM+ Family Night to engage families in these dynamic educational opportunities. For more information, visit [dmsef.org](http://dmsef.org).

The School Site Council, composed of elected parents and staff, meets regularly and supports the development and implementation of a school-level plan to improve student outcomes.

The English Language Advisory Committee provides feedback on programs and resources that support our multilingual learners. The committee meets regularly and is open to the public. The parents/guardians of English Learners are encouraged to attend and participate.

Parent volunteers support student learning through programs such as Science Olympiad, Math Club, and Running Club. Parents are welcome to participate in their children's education by volunteering in classrooms or at schoolwide events. These opportunities allow parents to connect more deeply with their children's educational experiences and contribute meaningfully to the school community. For more information on how to get involved, please contact the school office or visit our website at <https://sagecanyon.dmusd.org/>.

## 2025-26 Opportunities for Parental Involvement

### 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	477	471	23	4.9
Female	247	246	6	2.4
Male	230	225	17	7.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	166	161	5	3.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	49	48	5	10.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	36	0	0.0
White	212	212	12	5.7
English Learners	46	44	2	4.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	24	23	4	17.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	51	6	11.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.19	0.2	0.63	0.45	0.57	0.52	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0.00
Female	0.00	0.00
Male	1.30	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.60	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.04	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.85	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Our school is a modern, state-of-the-art complex with a safe, clean environment that is conducive to productive learning. A Comprehensive School Safety Plan (CSSP) incorporates policies and procedures to prevent injuries and illnesses among 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 and to prepare for emergencies. We conduct regularly scheduled fire and earthquake drills, and each classroom is equipped with a backpack containing emergency supplies. All Sage Canyon staff have been trained on federal guidelines and best practices for responding to armed-intruder situations on a K-12 school campus. The training, which has been vetted and endorsed by local law enforcement, empowers staff to implement options-based responses (Run, Hide, Fight) for active shooter and other armed assailant situations.

Our school complies with district safety and security procedures. The school custodian makes a visual inspection of the campus every morning before students arrive. Our campus is enclosed by fences, and our gates are closed during school hours to ensure the safety of our staff and students. Staff members supervise students 15 minutes prior to the start of school, at each recess and lunch period, and after school. Our adult crosswalk supervisor, along with our Safety Patrol, helps students to cross streets safely. Staff members supervise students during each recess and lunch period. All visitors to the campus must check in and out through the school office, IDs are scanned through our Raptor system, and they must wear a visitor badge while on campus. All school district personnel, including district office staff, wear picture identification badges at all times on campus for security purposes.

During the 2024-2025 school year, Sage Canyon School developed its Comprehensive School Safety Plan in collaboration with its School Site Council. The plan was reviewed and approved on February 10, 2025, by the School Site Council which consists of our principal, classroom teachers, school staff, and parents. Comprehensive Site Safety Plans were approved by our DMUSD Governing Board on March 12, 2025. The safety goals for the 2024-2025 school year included strengthening the sense of belonging among students, fostering diversity, equity, and inclusion to create a safe, welcoming, and inclusive environment for students, staff, and families, and strengthening campus security measures and staff emergency preparedness and communication.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	21	1	1	
2	20	2	1	
3	22		4	
4	25		3	
5	22	1	3	
6	22		4	
Other	12	2		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	18	3		
2	19	3		
3	19	3		
4	22		4	
5	25		3	
6	22		4	

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	3		
1	18	3		
2	21	1	2	
3	20	3		
4	21	2	1	
5	22		4	
6	25		3	
Other	2	2		

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.625
Psychologist	0.6
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,068	\$2,402	\$11,666	\$115,184
District	N/A	N/A	\$17,184	\$112,392
Percent Difference - School Site and District	N/A	N/A	-38.3	2.5
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	4.6	14.0

## Fiscal Year 2024-25 Types of Services Funded

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 area specialists.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$65,954	\$61,516
<b>Mid-Range Teacher Salary</b>	\$103,072	\$95,479
<b>Highest Teacher Salary</b>	\$128,734	\$125,208
<b>Average Principal Salary (Elementary)</b>	\$166,866	\$152,668
<b>Average Principal Salary (Middle)</b>		\$156,487
<b>Average Principal Salary (High)</b>		\$165,427
<b>Superintendent Salary</b>	\$310,052	\$242,781
<b>Percent of Budget for Teacher Salaries</b>	37.92%	29.76%
<b>Percent of Budget for Administrative Salaries</b>	6.11%	5.74%

## 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6.2	6.4	6.7