

# Sundance Elementary School

## School Accountability Report Card

### Reported Using Data from the 2013-14 School Year

#### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

### Contact Information (Most Recent Year)

School Contact Information	
<b>School Name</b>	Sundance Elementary School
<b>Street</b>	1520 East Eighth Street
<b>City, State, Zip</b>	Beaumont, CA 92223
<b>Phone Number</b>	(951) 845-2621
<b>Principal</b>	Lauren Kinney
<b>E-mail Address</b>	lkinney@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="http://www.beaumontusd.k12.ca.us/sundance">www.beaumontusd.k12.ca.us/sundance</a>
<b>CDS Code</b>	33-66993-0101006

District Contact Information	
<b>District Name</b>	Beaumont Unified School District
<b>Phone Number</b>	(951) 845-1631
<b>Superintendent</b>	Dr. Maureen Latham
<b>E-mail Address</b>	mlatham@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="http://www.beaumont-ca.schoolloop.com">www.beaumont-ca.schoolloop.com</a>

## School Description and Mission Statement (Most Recent Year)

At Sundance, we are extremely proud to have earned a CA Distinguished Schools award, six consecutive Title 1 Academic Achievement Awards, and a National Blue Ribbon School award! We attribute this to the collective spirit of teamwork and commitment that exists between staff, students and parents. This collaborative relationship and commitment to continuous improvement is a key contributor to our success. The school's climate of high expectations and supportive culture is immediately obvious to new parents and visitors.

Even though, there has been a noticeable increase in our students' population and diversity, Sundance's academic success remains constant. Our daily attendance averages over 95% and has maintained this rate for the past eleven years. Parents are committed to making sure their students attend school regularly and students demonstrate their commitment by making continuous academic growth.

Sundance Elementary, built in 2004, is located in the city of Beaumont, California which lies in the beautiful San Geronio Mountain Pass area. What sets Sundance Elementary apart is the fact that we "live" our mission. Our mission statement includes creating a safe, positive learning environment. It focuses on programs that promote the development of each student's desire to learn while recognizing social/cultural understanding and self-worth. It emphasizes the importance of cooperation between students, staff, parents and community.

Our Mission: Sundance Elementary School is committed to combining its energy and resources to provide the following for all students and staff: 1) A safe, orderly, positive, child-centered learning environment and 2) A hands-on, meaning-centered educational program which promotes the maximum development of each students' academic potential, desire to learn, social and cultural understanding and sense of self-worth. This will be accomplished through the active and cooperative efforts of students, staff, parents and community.

Come and visit us anytime!

Lauren Kinney  
Principal

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	136
Grade 1	132
Grade 2	125
Grade 3	127
Grade 4	141
Grade 5	124
Total Enrollment	785

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.5
Asian	4.3
Filipino	3.1
Hispanic or Latino	45.4
Native Hawaiian or Pacific Islander	0.5
White	34.0
Two or More Races	3.2
Socioeconomically Disadvantaged	59.7
English Learners	18.0
Students with Disabilities	7.1

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	30	32	33	361
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	94.73	5.27
High-Poverty Schools in District	96.14	3.86
Low-Poverty Schools in District	80.19	19.81

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 09/23/2014

Beaumont Unified held a public hearing on September 23, 2014, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
Mathematics	MacMillan/ McGraw Hill Adoption Year 2008	Yes	0.0%
Science	Harcourt Adoption Year 2007	Yes	0.0%
History-Social Science	Houghton Mifflin Adoption Year 2006	Yes	0.0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

Sundance Elementary was originally constructed in 2004 and is comprised of 28 regular classrooms, 4 kindergarten classrooms, 1 multipurpose room, 1 cafeteria with covered outdoor eating area, 1 library, 1 staff lounge, 1 computer lab, and 4 separate play areas. The principal works daily with the custodial staff, 2 full-time and 1 part-time, to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair by District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Deferred Maintenance Budget. The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/08/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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> Electrical	[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 Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	53	55	60	62	58	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	60
<b>All Student at the School</b>	60
<b>Male</b>	60
<b>Female</b>	60
<b>Black or African American</b>	38
<b>American Indian or Alaska Native</b>	
<b>Asian</b>	
<b>Filipino</b>	
<b>Hispanic or Latino</b>	60
<b>Native Hawaiian or Pacific Islander</b>	
<b>White</b>	67
<b>Two or More Races</b>	
<b>Socioeconomically Disadvantaged</b>	54
<b>English Learners</b>	36
<b>Students with Disabilities</b>	
<b>Students Receiving Migrant Education Services</b>	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	66	69	67	58	62	59	54	56	55
Mathematics	79	74	73	48	52	49	49	50	50
History-Social Science				45	52	47	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	8	8	8
Similar Schools	10	9	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	17	-5	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	18	-9	5
Native Hawaiian/Pacific Islander			
White	10	-6	20
Two or More Races			
Socioeconomically Disadvantaged	26	-10	1
English Learners	26	4	-18
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	28.2	28.2

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

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

Sundance Elementary greatly benefits from its supportive parents who give generously of their time and energy to make our school a better place. The school has a strong base of parent volunteers who assist in the classroom as well as with a variety of special assemblies and activities. Parents are welcome to join the School Site Council (SSC), Parent Teacher Association (PTA) and English Language Advisory Council (ELAC).

Parents are also invited throughout the year to attend special schoolwide activities and those sponsored and supported by our PTA, for example: Back-to-School Night, Open House, Harvest Carnival, annual Spelling Bee and Science Fair along with the parent information night, Early Act Club (School Spirit Days, Rotary Club Thanksgiving Dinner for Seniors, Canned Food Drives, Afterschool Movie Time), Red Ribbon Week activities, Career Day, End-Of-Year Perfect attendance assembly and monthly award assemblies, Scholastic Book Fairs, McTeacher's Night, Red Ribbon Week activities, Holiday Store, Fundraising events, Ice Cream Social for PTA memberships, Staff Appreciation Week, Breakfast With Santa, Dr. Seuss Reading Celebration, study trips, Family Math Night, Career Day, 66'ers game for perfect attendance as a district incentive through the Adopt-a-Cop program, Field Day and more! We are proud to work in unison with our community partners: Baker's, Denny's, Del Taco, McDonald's, Ruby's Diner, In n Out, Wienerschnitzel, Wendy's, John's Incredible Pizza, Carl's Jr., and Sizzler in supporting our students' academic achievement.

Parent volunteers are a very valuable part of our school culture! :) Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer may contact Sundance Elementary School at 951-845-2621. All volunteers must follow district fingerprinting procedures. We can also be reached at the following websites:

[www.beaumont-ca.schoolloop.com](http://www.beaumont-ca.schoolloop.com) and [www.schoolrack.com/sundanceelementary](http://www.schoolrack.com/sundanceelementary).

Please come and get involved!

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	3.1	2.5	1.7	7.2	5.5	5.2	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.1	0.0	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## School Safety Plan (Most Recent Year)

Safety of students and staff is a primary concern of Sundance Elementary. The school takes pride in the fact that a positive, supportive school climate has been established for all students. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety Plan will be reviewed and updated by October 6, 2014, by the School Site Council. All revisions are communicated to both the classified and certificated staff. Key elements of our plan include the following:

1. To create a “caring and connected” school climate.
2. Students will participate in activities that support a nurturing school climate which fosters positive self esteem.
3. Students will participate in activities that recognize and celebrate their achievements and accomplishments.
4. Sundance staff will communicate with parents in a variety of ways regarding their students’ academic progress, citizenship and general schoolwide events and activities. Create a physical environment that communicates respect for learning and for individuals.
5. The campus will have established safety policies and procedures for staff, students, parents and visitors to follow.

The school’s disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held once a year. Students are supervised before and after school by classified staff, the principal and assistant principal when available. Classified staff and administration supervise students during recess and lunch. There is a designated area for student drop off and pick up. Visitors must check-in through the front office and get a Visitor sticker.

## D. Other SARC Information

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

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement*	Year 1	Year 1
Number of Schools Currently in Program Improvement	---	8
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with “---” do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.



### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	31	0	3	0	25	3	12		27	3	12	
<b>1</b>	20.8	6	0	0	22	3	12		22	3	15	
<b>2</b>	21.3	6	0	0	23	3	15		25		15	
<b>3</b>	30	0	5	0	29	2	8	4	27	2	11	1
<b>4</b>	34.3	0	0	4	30	2	3	7	24	5	12	1
<b>5</b>	34.3	0	0	3	28	1	12		29	1	12	

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

### Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	1	---
Psychologist	.50	---
Social Worker	0	---
Nurse	.1	---
Speech/Language/Hearing Specialist	.80	---
Resource Specialist	1	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,433	\$434	\$3,999	\$70,639
District	---	---	\$4,608	\$66,424
Percent Difference: School Site and District	---	---	-13.2	6.3
State	---	---	\$4,690	\$67,762
Percent Difference: School Site and State	---	---	-14.7	4.2

Note: Cells with "---" do not require data.

### Types of Services Funded (Fiscal Year 2013-14)

#### District Revenue Sources

In addition to general state funding, Sundance Elementary receives state and federal funding for the following categorical funds and other support programs: Title 1, EIA-SCE, and EIA-LEP. Funds are used for programs and activities such as before and after school academies, grade level curriculum planning days, to purchase technology equipment, software licenses, conferences, professional development, and Student Study Team collaboration days.

### Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,300	\$41,243
Mid-Range Teacher Salary	\$65,629	\$64,893
Highest Teacher Salary	\$89,548	\$83,507
Average Principal Salary (Elementary)	\$106,565	\$103,404
Average Principal Salary (Middle)	\$106,398	\$109,964
Average Principal Salary (High)	\$126,957	\$120,078
Superintendent Salary	\$157,000	\$183,557
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

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

### Professional Development

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers professional growth opportunities in curriculum, teaching strategies, and methodologies. An all-day all district training including a variety of course offerings was provided in October 2014. Our team of Instructional Coaches, other district staff and outside consultants provide a variety of trainings including: Common Core State Standards, Promethean Board, California English Language Development Test (CELDT), English Learner Strategies, Response to Intervention, Professional Development 360, Haiku, Illuminate Student Assessment System, new teacher district training, English Language Development (ELD) for certificated staff and paraprofessionals. District personnel also provides Non-Violent Crisis Prevention Training (CPI.) All staff (certificated and classified) received training in PBIS - Positive Behavior Interventions and Supports. We also offer Math Units of Study training for all district staff.

### Counseling & Support Staff

It is the goal of Sundance Elementary to assist students in their social and personal development as well as academics. The school gives special attention to specific students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. A Mental Health Counselor comes to Sundance each Tuesday to meet with her assigned students. If students are in need of a counselor in time of crisis, staff at the Educational Support Facility are contacted immediately and steps are taken to meet with the student and his/her family.

### Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2008-09 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

### Teacher Assignment

Beaumont Unified recruits and employs the most qualified credentialed teachers. For the 2013-14 school year, Sundance Elementary had thirty (30) fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

### Sundance Elementary Published: January 2013

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.