

# Sundance Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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/>.
- 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/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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<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>	
<b>Grades Served</b>	K-5
<b>CDS Code</b>	33-66993-0101006

<b>District Contact Information</b>	
<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>	www.beaumont-ca.schoolloop.com

### 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 twelve years. Our 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 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	139
<b>Grade 1</b>	144
<b>Grade 2</b>	137
<b>Grade 3</b>	129
<b>Grade 4</b>	138
<b>Grade 5</b>	145
<b>Total Enrollment</b>	832

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7
American Indian or Alaska Native	0.6
Asian	3.7
Filipino	3.4
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.5
White	33.4
Two or More Races	2.8
Socioeconomically Disadvantaged	55.6
English Learners	18.3
Students with Disabilities	7.8
Foster Youth	1.4

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	32	33	35	382
Without Full Credential	1	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	97.4	2.6
<b>High-Poverty Schools in District</b>	99.7	0.3
<b>Low-Poverty Schools in District</b>	78.4	21.6

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 2015-16)**

Year and month in which data were collected: 09/22/2015

Beaumont Unified held a public hearing on September 22, 2015, 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	MacMillan/ McGraw Hill Adoption Year 2010	Yes	0.0%
<b>Mathematics</b>	Mathematics Units of Study Adoption Year 2015	Yes	0.0%
<b>Science</b>	Harcourt Adoption Year 2007	Yes	0.0%
<b>History-Social Science</b>	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)**

Year and month in which data were collected: 10/08/2014				
Overall Rating	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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	51	42	44
<b>Mathematics</b>	40	29	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	131	130	99.2	22	32	27	20
	4	141	140	99.3	24	24	27	25
	5	144	144	100.0	22	24	40	15
Male	3		62	47.3	26	35	26	13
	4		66	46.8	35	27	23	15
	5		75	52.1	25	27	35	13
Female	3		68	51.9	18	28	28	26
	4		74	52.5	14	22	31	34
	5		69	47.9	17	20	45	17
Black or African American	3		9	6.9	--	--	--	--
	4		12	8.5	42	17	25	17
	5		7	4.9	--	--	--	--
American Indian or Alaska Native	3		1	0.8	--	--	--	--
	4		1	0.7	--	--	--	--
	5		1	0.7	--	--	--	--
Asian	3		6	4.6	--	--	--	--
	4		5	3.5	--	--	--	--
	5		6	4.2	--	--	--	--
Filipino	3		5	3.8	--	--	--	--
	4		6	4.3	--	--	--	--
	5		2	1.4	--	--	--	--
Hispanic or Latino	3		61	46.6	26	33	26	15
	4		64	45.4	28	27	25	20
	5		66	45.8	26	29	35	11
Native Hawaiian or Pacific Islander	4		1	0.7	--	--	--	--
White	3		42	32.1	10	38	24	29
	4		42	29.8	19	21	33	26
	5		60	41.7	15	22	47	17
Two or More Races	3		5	3.8	--	--	--	--
	4		3	2.1	--	--	--	--
	5		2	1.4	--	--	--	--
Socioeconomically Disadvantaged	3		76	58.0	26	33	25	16
	4		78	55.3	31	31	22	17
	5		90	62.5	30	24	39	7
English Learners	3		26	19.8	31	38	27	4

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		29	20.6	38	31	28	3
	5		20	13.9	45	25	30	0
Students with Disabilities	3		8	6.1	--	--	--	--
	4		14	9.9	64	21	7	7
	5		15	10.4	67	27	7	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### CAASPP Assessment Results - Mathematics

#### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	131	130	99.2	18	27	38	18
	4	141	140	99.3	21	41	24	13
	5	144	144	100.0	36	34	19	11
Male	3		62	47.3	23	18	42	18
	4		66	46.8	30	38	20	12
	5		75	52.1	33	33	15	19
Female	3		68	51.9	13	35	34	18
	4		74	52.5	14	45	28	14
	5		69	47.9	39	35	23	3
Black or African American	3		9	6.9	--	--	--	--
	4		12	8.5	25	50	17	8
	5		7	4.9	--	--	--	--
American Indian or Alaska Native	3		1	0.8	--	--	--	--
	4		1	0.7	--	--	--	--
	5		1	0.7	--	--	--	--
Asian	3		6	4.6	--	--	--	--
	4		5	3.5	--	--	--	--
	5		6	4.2	--	--	--	--
Filipino	3		5	3.8	--	--	--	--
	4		6	4.3	--	--	--	--
	5		2	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		61	46.6	21	23	41	15
	4		64	45.4	22	42	25	11
	5		66	45.8	44	38	11	8
Native Hawaiian or Pacific Islander	4		1	0.7	--	--	--	--
White	3		42	32.1	12	26	48	14
	4		42	29.8	21	43	29	7
	5		60	41.7	30	33	22	15
Two or More Races	3		5	3.8	--	--	--	--
	4		3	2.1	--	--	--	--
	5		2	1.4	--	--	--	--
Socioeconomically Disadvantaged	3		76	58.0	25	29	32	14
	4		78	55.3	26	50	19	5
	5		90	62.5	47	32	16	6
English Learners	3		26	19.8	23	31	35	12
	4		29	20.6	34	45	17	3
	5		20	13.9	60	35	5	0
Students with Disabilities	3		8	6.1	--	--	--	--
	4		14	9.9	43	43	7	7
	5		15	10.4	80	13	7	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

#### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	54	60	65	57	59	49	59	60	56

Note: 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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Students at the School	65
Male	73
Female	57
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	60
White	67
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	22
Students with Disabilities	55
Foster Youth	--

Note: 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 Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	35.30	25.60	9.00

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, Father-Daughter Dance, Mother-Son Dance, 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 on our Sundance website: [www.beaumont-ca.schoolloop.com](http://www.beaumont-ca.schoolloop.com) or on our Facebook page: <https://www.facebook.com/Sundance-Elementary-School-1417097241923488/timeline/?ref=hl>

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	2.46	1.65	1.59	5.45	5.19	4.29	5.07	4.36	3.80
<b>Expulsions</b>	0.12	0.00	0.00	0.21	0.20	0.13	0.13	0.10	0.09

#### 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 20, 2015, by the School Site Council and ELAC Committee. 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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	N/A	8
Percent of Schools Currently in Program Improvement	N/A	100.0

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

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

Grade Level	2012-13				2013-14				2014-15			
	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+
K	31		12		29		15		21	10	10	
1	25		9		25		15		24		18	
2	25		18		25		15		22	4	15	
3	32		8	4	29		11	1	26		15	
4	33		4	7	30		13	1	28	3	12	
5	30		13		31		13		31	4	4	6
Other	24		3									

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 2014-15)**

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1.5	N/A
Other	0	N/A

Note: Cells with N/A values 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,951	\$575	\$4,376	\$74,344
District	N/A	N/A	\$5220	\$69,629
Percent Difference: School Site and District	N/A	N/A	-16.2	6.8
State	N/A	N/A	\$5,348	\$69,257
Percent Difference: School Site and State	N/A	N/A	-18.2	7.3

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

**Types of Services Funded (Fiscal Year 2014-15)**
**District Revenue Sources**

In addition to general state funding, Sundance Elementary receives federal funding for the following categorical funds and other support programs: Title 1. 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 Educational Monitoring Team collaboration days.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,032	\$42,315
Mid-Range Teacher Salary	\$68,254	\$66,451
Highest Teacher Salary	\$93,130	\$85,603
Average Principal Salary (Elementary)	\$108,228	\$105,079
Average Principal Salary (Middle)	\$107,675	\$111,005
Average Principal Salary (High)	\$126,957	\$121,310
Superintendent Salary	\$160,000	\$189,899
Percent of Budget for Teacher Salaries	37%	39%
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 (Most Recent Three Years)

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As part of the continual professional growth process, opportunities for training and staff development are provided at both the district level and individual school sites to administrators, teachers, and classified staff. The primary areas of focus for staff development are selected based on the collective needs of the district staff and to mirror what is relevant to our current student population. An all-day training including a variety of professional development opportunities was provided the last two years in October for all BUSD staff including the most current topics in education. At the site level, we determine which teachers to send to training at the county. Professional development is delivered through conference attendance (Illuminate, CUE, Elementary AVID, ELA and Math CA standards, PBIS, etc.) Staff returns and reports out to all staff and/or grade levels.

Individual mentoring (in-class coaching) as well as training during teacher planning days and grade level collaboration meetings by our two Instructional Coaches occurs on a regular basis (Topics include: ELA and Math Curriculum Units of Study, Number Talks, Close Reading, and more.) Teachers support each other during collaboration time each week on our Early Release Day, participate in peer coaching at their grade level and through discussion of student performance data reported by our Intervention Teacher.

Other staff development opportunities include: California English Language Development Test (CELDT) Examiners, Multi-Tiered System of Support (MTSS), Technology Coaches, new teacher district training (CTI), EMT Coordinators, Non-Violent Crisis Prevention Training (CPI) and Boys Town training.

### 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 Wednesday 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.