

Sundance Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, 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 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).

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 (School Year 2016-17)

School Contact Information	
School Name	Sundance Elementary School
Street	1520 East Eighth Street
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-2621
Principal	Lauren Kinney
E-mail Address	lkinney@beaumontusd.k12.ca.us
CDS Code	33-66993-0101006

District Contact Information	
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
E-mail Address	tdavis@beaumontusd.k12.ca.us
Web Site	www.beaumont-ca.schoolloop.com

School Description and Mission Statement (School Year 2016-17)

Sundance Elementary, built in 2004, is located in the city of Beaumont, California which lies in the beautiful San Gorgonio Mountain Pass area. What sets Sundance Elementary apart is the fact that we "live" our mission. 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.

At Sundance, we are extremely proud to have earned a Gold Ribbon Award, California Distinguished Schools award, seven 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 student population over the years, 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. We believe that extra-curricular activities help to create a positive school climate. Students are encouraged to join our clubs: Early Act, Sundance Singers and Mileage Club.

Come and visit us anytime!

Lauren Kinney

Principal

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	148
Grade 1	134
Grade 2	143
Grade 3	154
Grade 4	135
Grade 5	143
Total Enrollment	857

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.9
American Indian or Alaska Native	0.5
Asian	4.2
Filipino	3
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	0.5
White	31.2
Two or More Races	2.9
Socioeconomically Disadvantaged	57.8
English Learners	18.2
Students with Disabilities	10.3
Foster Youth	0.9

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	33	35	35	388
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	94.2	5.8
High-Poverty Schools in District	98.6	1.4
Low-Poverty Schools in District	46.8	53.2

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 2016-17)**Year and month in which data were collected:** 09/27/2016

Beaumont Unified held a public hearing on September 27, 2016, 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 other standards-aligned instructional materials are adopted according to a cycle developed by the California Department of Education, making the textbooks and standards-aligned instructional materials used in the school the most current available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English Language Arts Units of Study Adoption Year 2016	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2015	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/learning 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.

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 of the most recent FIT report: 09/21/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/21/16				
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	51	57	42	49	44	48
Mathematics	40	44	29	33	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	149	146	98.0	63.0
	4	139	138	99.3	54.4
	5	142	141	99.3	54.6
Male	3	72	69	95.8	62.3
	4	66	66	100.0	56.1
	5	65	64	98.5	35.9
Female	3	77	77	100.0	63.6
	4	73	72	98.6	52.8
	5	77	77	100.0	70.1
Black or African American	3	11	11	100.0	54.5
	4	11	11	100.0	54.5
Hispanic or Latino	3	67	66	98.5	50.0
	4	65	65	100.0	49.2
	5	66	66	100.0	45.5
White	3	47	45	95.7	77.8
	4	46	45	97.8	64.4
	5	45	44	97.8	59.1
Socioeconomically Disadvantaged	3	93	90	96.8	53.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	85	84	98.8	47.6
	5	78	77	98.7	40.3
English Learners	3	25	25	100.0	36.0
	4	18	18	100.0	16.7
	5	21	21	100.0	19.1
Students with Disabilities	3	18	18	100.0	11.1
	5	18	18	100.0	

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	149	146	98.0	61.0
	4	139	137	98.6	46.0
	5	142	141	99.3	25.5
Male	3	72	69	95.8	56.5
	4	66	66	100.0	54.5
	5	65	64	98.5	26.6
Female	3	77	77	100.0	64.9
	4	73	71	97.3	38.0
	5	77	77	100.0	24.7
Black or African American	3	11	11	100.0	45.5
	4	11	11	100.0	36.4
Hispanic or Latino	3	67	66	98.5	50.0
	4	65	65	100.0	40.0
	5	66	66	100.0	24.2
White	3	47	45	95.7	77.8
	4	46	44	95.7	56.8
	5	45	44	97.8	15.9
Socioeconomically Disadvantaged	3	93	90	96.8	51.1
	4	85	83	97.7	32.5
	5	78	77	98.7	16.9

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	25	25	100.0	44.0
	4	18	18	100.0	
	5	21	21	100.0	9.5
Students with Disabilities	3	18	18	100.0	27.8
	5	18	18	100.0	

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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 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 Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	60	65	57	59	49	47	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	142	141	99.3	56.7
Male	65	64	98.5	57.8
Female	77	77	100.0	55.8
Hispanic or Latino	66	66	100.0	54.6
White	45	44	97.8	59.1
Socioeconomically Disadvantaged	78	77	98.7	42.9
English Learners	21	21	100.0	19.1
Students with Disabilities	18	18	100.0	33.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.3	26.6	11.5

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 (School Year 2016-17)

Sundance Elementary 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, After school 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 Shop, Fundraising events, Ice Cream Social for PTA memberships, Staff Appreciation Week, Breakfast With Santa, Dr. Seuss Reading Celebration, study trips, Career Day, Sweetheart Dance, Mother-Son Dance, Field Day and more!

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 or on our Facebook page. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.6	2.1	5.2	4.3	3.9	4.4	3.8	3.7
Expulsions	1.7	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Our 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 was reviewed and updated by September 26, 2016, 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.

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.

Federal Intervention Program (School Year 2016-17)

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	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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	29		15		21	10	10		16	7	2	
1	25		15		24		18		27		5	
2	25		15		22	4	15		24		6	
3	29		11	1	26		15		31		5	
4	30		13	1	28	3	12		27	1	4	
5	31		13		31	4	4	6	29	1	4	

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 2015-16)

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)	.875	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,943	\$651	\$4,292	\$75,730
District	N/A	N/A	\$5,377	\$69,861
Percent Difference: School Site and District	N/A	N/A	-20.2	8.4
State	N/A	N/A	\$5,677	\$71,517
Percent Difference: School Site and State	N/A	N/A	-24.4	5.9

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,518	\$43,821
Mid-Range Teacher Salary	\$68,991	\$69,131
Highest Teacher Salary	\$94,136	\$89,259
Average Principal Salary (Elementary)	\$111,454	\$108,566
Average Principal Salary (Middle)	\$119,067	\$115,375
Average Principal Salary (High)	\$135,492	\$125,650
Superintendent Salary	\$180,000	\$198,772
Percent of Budget for Teacher Salaries	38%	37%
Percent of Budget for Administrative Salaries	7%	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)

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, to mirror what is relevant to our current student population, as well as support our District Instructional Focus Statement: Students will be able to construct viable arguments with increasing complexity, build upon others' ideas, and critique the reasoning of others, both orally and in writing, across content areas, using evidence from multiple sources.

An all-day trainings include a variety of professional development opportunities that have been provided the last two years in August (for new teachers) and October for all BUSD staff including the most current topics in education. At the site level, we determine which teachers to send to training through Riverside County of Education (RCOE). 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 Instructional Coaches occurs on a regular basis (Topics include: ELA and Math Curriculum Units of Study, Number Talks, Close Reading, Data Analysis, integrating technology using Google Chromebooks (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.

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.