

# Sundance Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

<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>	Ann-Marie Farias
<b>E-mail Address</b>	anfarias@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="https://ses.beaumontusd.us">https://ses.beaumontusd.us</a>
<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>	Mr. Terrence Davis
<b>E-mail Address</b>	tdavis@beaumontusd.k12.ca.us
<b>Web Site</b>	<a href="https://www.beaumontusd.us/">https://www.beaumontusd.us/</a>

### **School Description and Mission Statement (School Year 2018-19)**

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: 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 we have maintained this rate for the past fourteen years. Our parents are committed to making sure their children attend school regularly and students demonstrate their commitment by making continuous academic growth. We believe that extra-curricular activities help to enhance our positive school climate.

Come and visit us!

Ann-Marie Farias, Principal and Erika Rivera, Assistant Principal

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	155
<b>Grade 1</b>	128
<b>Grade 2</b>	144
<b>Grade 3</b>	139
<b>Grade 4</b>	160
<b>Grade 5</b>	153
<b>Total Enrollment</b>	879

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.6
Asian	4.1
Filipino	2.4
Hispanic or Latino	51.4
Native Hawaiian or Pacific Islander	0.6
White	31.4
Socioeconomically Disadvantaged	56.3
English Learners	12.2
Students with Disabilities	10.8
Foster Youth	1.1

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	35	36	35	437
Without Full Credential	0	0	1	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 09/25/2018

Beaumont Unified held a public hearing on September 25, 2018, 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	McGraw-Hill California Wonders Adoption Year 2018	Yes	0.0%
Mathematics	Mathematics Units of Study Adoption Year 2014	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 29 regular classrooms, 4 kindergarten classrooms, 1 multipurpose room, 1 cafeteria with covered outdoor eating area, 1 library, 1 staff lounge, and 4 separate play areas. Administration works 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/19/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Kinder area toy equipment has a crack. W/O submitted.

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/19/2018	
Overall Rating	Good

## 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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	54.0	56.0	47.0	48.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	47.0	49.0	33.0	34.0	37.0	38.0

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.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	449	448	99.78	56.25
Male	235	234	99.57	52.99
Female	214	214	100.00	59.81
Black or African American	36	36	100.00	44.44
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	73.68
Filipino	11	11	100.00	81.82
Hispanic or Latino	233	233	100.00	50.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	131	130	99.24	64.62
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	256	256	100.00	44.92
English Learners	86	86	100.00	46.51
Students with Disabilities	62	62	100.00	17.74
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	449	448	99.78	49.33
Male	235	234	99.57	49.15
Female	214	214	100	49.53
Black or African American	36	36	100	38.89
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	68.42
Filipino	11	11	100	72.73
Hispanic or Latino	233	233	100	43.35
Native Hawaiian or Pacific Islander	--	--	--	--
White	131	130	99.24	59.23
Two or More Races	12	12	100	58.33
Socioeconomically Disadvantaged	256	256	100	35.94
English Learners	86	86	100	37.21

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	62	62	100	17.74
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

**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 areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.4	14.6	1.4

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 State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2018-19)

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, HERO Awards, 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 Drive, after school movie time), Red Ribbon Week activities, Career Day, End-of-Year Perfect attendance assembly and monthly award assemblies, Scholastic Book Fairs, Holiday Shop, Fundraising events, Ice Cream Social for PTA memberships, Staff Appreciation Week, Literacy Fair, Dr. Seuss Reading Celebration, study trips, Career Day, Dances, 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: <https://ses.beaumontusd.us> or on our Facebook page. Please come and get involved!

### 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	2.1	3.4	2.2	4.0	4.1	2.6	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

#### School Safety Plan (School Year 2018-19)

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, 2017, by the School Site Council and ELAC Committee. All revisions are communicated to both the classified and certificated staff. Our next revision will occur on 10/22/18. 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 use Hour Zero safety protocols to follow safety policies and procedures for staff, students, parents and visitors. Drills will be conducted monthly.



## 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.

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

Grade Level	2015-16				2016-17				2017-18			
	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	16	7	2		18	5	3		17	6	3	
1	27		5		26		5		26		5	
2	24		6		23		6		24		6	
3	31		5		27		6		23		6	
4	31		4		28		5		32		3	2
5	31		5		34			4	31		5	

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	2	N/A
Other		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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$5,987	\$511	\$5,477	\$84,519
District	N/A	N/A	\$7,443	\$77,260
Percent Difference: School Site and District	N/A	N/A	-30.4	9.0
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	-26.2	9.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2017-18)

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, Supplemental and Concentration, and Teacher Effectiveness Grant. 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, classified and certificated professional development, and Educational Monitoring Team collaboration days.

## Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,995	\$47,547
Mid-Range Teacher Salary	\$75,776	\$74,775
Highest Teacher Salary	\$103,395	\$93,651
Average Principal Salary (Elementary)	\$124,239	\$116,377
Average Principal Salary (Middle)	\$136,169	\$122,978
Average Principal Salary (High)	\$151,564	\$135,565
Superintendent Salary	\$225,836	\$222,853
Percent of Budget for Teacher Salaries	35.0	35.0
Percent of Budget for Administrative Salaries	7.0	6.0

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.

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 and February for all Beaumont USD 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/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 strategies, Learning Targets & Success Criteria, 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: AVID Summer Institute, Multi-Tiered System of Support (MTSS), training from our Technology and Math Coach, new teacher district training (CTI), EMT Coordinators, Non-Violent Crisis Prevention Training (CPI), Hour Zero safety protocol training and Boys Town training.