

Sundance Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Sundance Elementary School
Street	1520 East Eighth Street
City, State, Zip	Beaumont, CA 92223
Phone Number	(951) 845-2621
Principal	Ann-Marie Farias
Email Address	anfarias@beaumontusd.k12.ca.us
Website	https://ses.beaumontusd.us
County-District-School (CDS) Code	33-66993-0101006

Entity	Contact Information
District Name	Beaumont Unified School District
Phone Number	(951) 845-1631
Superintendent	Mr. Terrence Davis
Email Address	tdavis@beaumontusd.k12.ca.us
Website	https://www.beaumontusd.us/

School Description and Mission Statement (School Year 2019-20)

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 fifteen 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 2018-19)

Grade Level	Number of Students
Kindergarten	130
Grade 1	127
Grade 2	124
Grade 3	137
Grade 4	138
Grade 5	156
Total Enrollment	812

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0.5
Asian	3.3
Filipino	2
Hispanic or Latino	53.6
Native Hawaiian or Pacific Islander	0.5
White	28.1
Two or More Races	2.3
Socioeconomically Disadvantaged	58.9
English Learners	10.8
Students with Disabilities	11.7
Foster Youth	2.1
Homeless	0.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	36	35	34	31
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 9/24/2019

Beaumont Unified held a public hearing on September 24, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 (3 full-time), to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District's Board of Trustees has adopted cleaning standards for all schools in the District. A summary of these standards are available at the Educational Support Facility 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

Year and month of the most recent FIT report: 10/28/2019

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

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	54	48	49	50	50
Mathematics (grades 3-8 and 11)	49	45	34	36	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	433	100.00	0.00	53.81
Male	234	234	100.00	0.00	48.29
Female	199	199	100.00	0.00	60.30
Black or African American	40	40	100.00	0.00	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	86.67
Filipino	--	--	--	--	--
Hispanic or Latino	239	239	100.00	0.00	49.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	120	120	100.00	0.00	61.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	255	255	100.00	0.00	43.14
English Learners	76	76	100.00	0.00	47.37
Students with Disabilities	68	68	100.00	0.00	26.47
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	433	433	100.00	0.00	44.80
Male	234	234	100.00	0.00	44.44
Female	199	199	100.00	0.00	45.23
Black or African American	40	40	100.00	0.00	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	86.67
Filipino	--	--	--	--	--
Hispanic or Latino	239	239	100.00	0.00	41.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	120	120	100.00	0.00	46.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	255	255	100.00	0.00	34.12
English Learners	76	76	100.00	0.00	34.21
Students with Disabilities	68	68	100.00	0.00	26.47
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.5	35.5	23.4

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

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 2019-20)

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, Family Reading, annual Spelling Bee and Science Fair along with the parent information night, Early Act Club (School Spirit Days, 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 at 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.4	2.2	1.0	4.1	2.6	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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. We use the Hour Zero emergency protocols. The School Site Safety Plan was reviewed and updated during the 2018-2019 school year, by the School Site Council and ELAC Committee. All revisions are communicated to both the classified and certificated staff. Our next revision will occur during the current school year. 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.

5. Create a physical environment that communicates respect for learning and for individuals.
6. 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	5	3		17	6	3		19	4	3	
1	26		5		26		5		21		6	
2	23		6		24		6		21	3	3	
3	27		6		23		6		23		6	
4	28		5		32		3	2	35			4
5	34			4	31		5		31		5	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	2.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,987	\$511	\$5,477	\$84,519
District	N/A	N/A	\$7,443	\$78,487.00
Percent Difference - School Site and District	N/A	N/A	-30.4	9.0
State	N/A	N/A	\$7,506.64	\$78,059.00
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 2018-19)

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 Low Performing Student Block 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,745	\$49,084
Mid-Range Teacher Salary	\$76,913	\$76,091
Highest Teacher Salary	\$104,946	\$95,728
Average Principal Salary (Elementary)	\$127,615	\$118,990
Average Principal Salary (Middle)	\$138,212	\$125,674
Average Principal Salary (High)	\$154,084	\$137,589
Superintendent Salary	\$229,224	\$230,096
Percent of Budget for Teacher Salaries	32%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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.