

Sundance Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Sundance Elementary School
Street	8944 Twin Trails Dr.
City, State, Zip	San Diego, CA 92129
Phone Number	858-484-2950
Principal	Bob Rodrigo
E-mail Address	brodrigo@powayusd.com
Web Site	http://www.powayusd.com/sdes
CDS Code	37682966099444

District Contact Information	
District Name	Poway Unified
Phone Number	858-521-2800
Superintendent	Marian Kim-Phelps, Ed.D.
E-mail Address	dojohnson@powayusd.com
Web Site	www.powayusd.com

School Description and Mission Statement (School Year 2017-18)

Built in 1979, Sundance Elementary is located in a North County suburban community of San Diego known as Rancho Peñasquitos and has a current enrollment of 496 students. There are seventeen regular education classrooms, two critical skills classrooms, and three autism classrooms in our school. The student demographics at Sundance show that it is approximately 46% White, 14% Filipino, 5% Hispanic, 17% Asian, 6% African American, 13% other and 13% declined to answer. There are 14% of students on free and reduced lunch. English Language Learners comprise 17% of the student enrollment.

Sundance prides itself on a safe, clean and orderly campus with a strong college-bound academic focus which supports a positive and caring learning environment. Strong networks of support services are provided to meet the needs of the students, while encouraging positive student behaviors through reward programs such as Catch of the Day recognition, Principal's Pride poster, monthly Friday Flag ceremonies, etc.. Our staff maintains a comprehensive discipline policy based upon the Six Pillars of Character. Our school pledge and the six pillars of character are displayed throughout the campus and in the classrooms.

Sundance has a wide range of programs to address the varied student needs represented at our school. These include the English Language Learners (ELL) program, Gifted and Talented Education (GATE) support, Speech and Language services, Special Education, Parent Participation Pre-School, Primary Interaction Program (PIP), Extended Student Services (ESS), Impact Teacher assistance, and a Student Study Team (SST).

Parents and students view Sundance Elementary as an important part of their community, and feel positive about the educational opportunities it provides. We have over 150 parent and community volunteers providing academic enrichment to our students. We are proud that families remain our most important partners in the education of our children. Sundance's Twin Trails Education Foundation and PTA raise money to provide educational opportunities for our students. The Future Shines at Sundance!

VISION STATEMENT

Sundance is a small and diverse school where we strive to provide our students with the finest educational experience possible. We achieve this by blending strong foundational skills with multiple opportunities to use those skills in creative, fun, and innovative ways. While always pushing for academic excellence, we are also aware of the need to ensure that our children are socially and emotionally prepared for success in the 21st Century. To enable this success, we have created a culture where all of our staff is caring, collaborative, resourceful, and team-oriented. Knowing how very important it is to have a positive relationship with our school community, we continue to maintain and sustain this vital connection. Because we have created a tight-knit relationship, we are able to provide the resources for a plethora of activities for our students which include: PE, running club, music, dances, a fall carnival, international celebrations, chess club, and a science team. We are very proud of our successes. We are committed to maintaining those successes, while always searching for ways to make Sundance the best school possible.

MISSION STATEMENT

To achieve this lofty vision, the Sundance Staff is committed to the following:

1. Embracing the Change Dynamic needed to implement the California State Standards.
2. Increasing student opportunities to participate in higher-level critical thinking activities.
3. Encouraging students to persevere in their learning and to not be afraid of making mistakes.
4. Providing opportunities for students to practice empathy.
5. Involving key stakeholders in the change process.
6. Professional Development.
7. Using appropriate Assessments and Interventions

The Sundance PTA, School Site Council, and Twin Trails Education Foundation also believe in and support the mission statement. Our PTA funds assemblies, family and community nights such as the annual Sock Hop, music program for all grades, parent education nights, as well as a host of other wonderful monthly activities. The School Site Council has supported our mission by allocating resources and approving the SPSA to ensure our staff and students participate in activities that support the college-bound mission. The Twin Trails Education Foundation has made large purchases in the area of technology, such as computers for the lab, DocuCams, software, and staff support to ensure our students receive the best educational experience possible. This year the Foundation has committed to furthering student learning by purchasing iPad types of technology.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	75
Grade 1	78
Grade 2	63
Grade 3	89
Grade 4	77
Grade 5	97
Total Enrollment	479

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.4
Asian	20.7
Filipino	11.1
Hispanic or Latino	11.9
Native Hawaiian or Pacific Islander	1
White	36.1
Two or More Races	16.1
Socioeconomically Disadvantaged	15
English Learners	14.6
Students with Disabilities	11.9
Foster Youth	0.2

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
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	22	22	1590
Without Full Credential	1	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 6/29/2017

All students at Sundance Elementary School have received textbooks for all the subject areas listed below.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Mathematics	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Each pupil, including English learners, has a textbook or science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
History-Social Science	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
Foreign Language	Not applicable		
Health	Not applicable		
Visual and Performing Arts	Not applicable		

School Facility Conditions and Planned Improvements (Most Recent Year)

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

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: 7/18/17				
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		SCHOOL IS IN GREAT SHAPE OVERALL.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7/18/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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			GROUNDS ARE VERY WELL KEPT. THIS GROUNDS KEEPER HAS A FEW SCHOOLS IN THE AREA AND ALL ARE VERY PRESENTABLE.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/18/17				
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. 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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	68	66	75	74	48	48
Mathematics (grades 3-8 and 11)	61	62	67	66	36	37

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	270	258	95.56	65.89
Male	137	127	92.7	64.57
Female	133	131	98.5	67.18
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	52	94.55	80.77
Filipino	25	24	96	62.5
Hispanic or Latino	36	35	97.22	54.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	88	96.7	60.23
Two or More Races	50	46	92	67.39
Socioeconomically Disadvantaged	51	49	96.08	61.22
English Learners	48	43	89.58	55.81
Students with Disabilities	45	38	84.44	34.21
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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	270	261	96.67	62.07
Male	137	129	94.16	67.44
Female	133	132	99.25	56.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	55	53	96.36	79.25
Filipino	25	25	100	52
Hispanic or Latino	36	35	97.22	48.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	91	89	97.8	58.43
Two or More Races	50	46	92	63.04
Socioeconomically Disadvantaged	51	51	100	49.02
English Learners	48	45	93.75	57.78

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	45	39	86.67	35.9
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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	91	84	83	83	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.2	45.3	18.9

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Sundance recognizes the importance of the partnership between home/school and remains committed to supporting the Parents As Partners Core Value. Parents have been included in the improvement process and serve in an advisory capacity on committees. Parent volunteers work in a variety of capacities such as: Shoe Box Science, "Oasis" tutors, Book Fairs, Jog-a-Thon, Running Club, Reading Olympics, and Classroom volunteering. Parents also participate on the PTA, Twin Trails Foundation, and the School Site Council. Additionally, the principal holds a monthly "Meet and Greet" where school events and directions are shared.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.9	1.1	1.0	1.1	1.1	1.3	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Sundance places a strong emphasis on safety for students and staff. Emergency plans are updated in the fall and reviewed and revised frequently. Every staff member has a comprehensive disaster plan which is updated and revised as needed. Annual staff training occurs in the fall, and drills for earthquakes, fire, lockdowns, and bus evacuations are held as required. Procedures for each of these drills and the responsibilities for each staff member are included in the disaster plan.

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 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	20	2	3		19	3	3		25		3	
1	27		3		22		3		25		3	
2	27		3		26		3		24		2	
3	22	1	4		25		3		25		4	
4	34			2	26	1	3		25		3	
5	26	1	3		36	1	3	1	25	1	3	
Other	8	1							5	1		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.4	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.6	N/A
Resource Specialist	1.0	N/A
Other	30	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	--	--	0	\$75,774.92
District	N/A	N/A	9,366	\$80,316
Percent Difference: School Site and District	N/A	N/A	-100.0	-5.7
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-100.0	-4.4

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

Types of Services Funded (Fiscal Year 2016-17)

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,046	\$47,808
Mid-Range Teacher Salary	\$83,106	\$73,555
Highest Teacher Salary	\$101,917	\$95,850
Average Principal Salary (Elementary)	\$130,715	\$120,448
Average Principal Salary (Middle)	\$139,680	\$125,592
Average Principal Salary (High)	\$147,900	\$138,175
Superintendent Salary	\$317,385	\$264,457
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	5%	5%

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)

Research supports the positive impact professional development has on increasing student learning. At Sundance, we provide opportunities for teachers to learn how to implement the new California State Standards. We have already provided professional development in the areas of Writing, ELA, and Math. This year we continue to implement the Physical Education Standards and are previewing the Next Generation Science Standards (NGSS.) All teaching staff is afforded the opportunity to participate in district and site sponsored professional development. These workshops are presented in a semester or year-long series and support a wide variety of professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, positive discipline in-services, and multicultural training. The school continues its focus on increasing student collaboration and student voice in an effort to better prepare our students for the 21st Century. We also continue to focus on Close Reading and Text Complexity in an effort to increase our students' reading comprehension. This year, we have provided teachers more collaboration time to further their professional development. This time comes via a process called X-Ploration, which occurs 13 times per year and affords teachers an extra 105 minutes of collaboration time in both horizontal and vertical teams. Teachers and administrators are actively involved in professional development activities, which occur at the school, district, state, and national level. The Poway Professional Assistance Program (PPAP) provides support for new teachers. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status.