

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 | 8944 Twin Trails Dr. |
| City, State, Zip | San Diego, CA 92129 |
| Phone Number | 858-484-2950 |
| Principal | Bob Rodrigo |
| Email Address | brodrigo@powayusd.com |
| Website | http://www.powayusd.com/sdes |
| County-District-School (CDS) Code | 37682966099444 |

| Entity | Contact Information |
|----------------|--------------------------|
| District Name | Poway Unified |
| Phone Number | 858-521-2800 |
| Superintendent | Marian Kim-Phelps, Ed.D. |
| Email Address | dojohnson@powayusd.com |
| Website | www.powayusd.com |

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

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, Transitional Kindergarten (TK), Extended Student Services (ESS), Impact Teacher assistance, Student Success Strategies (SSS) and Response to Intervention (RtI)

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 100 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!

Sundance Elementary Vision and Mission Statement

The vision of Sundance: *To provide all of our students with the finest educational experience possible, while ensuring that our children are socially emotionally prepared for 21st Century success.*

Mission of Sundance: *To ensure that our students are life-ready by blending strong foundational skills with multiple opportunities to apply those skills in creative, fun, and innovative ways.*

Theory of Action

If we provide social emotional safety for our students, then students will be able to engage in rich meaningful, purposeful tasks and conversations to advance their learning.

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 2018-19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 99 |
| Grade 1 | 60 |
| Grade 2 | 68 |
| Grade 3 | 77 |
| Grade 4 | 60 |
| Grade 5 | 81 |
| Total Enrollment | 445 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.9 |
| American Indian or Alaska Native | 0.7 |
| Asian | 23.1 |
| Filipino | 9.9 |
| Hispanic or Latino | 10.8 |
| Native Hawaiian or Pacific Islander | 0.7 |
| White | 39.8 |
| Two or More Races | 13.9 |
| Socioeconomically Disadvantaged | 17.1 |
| English Learners | 16.6 |
| Students with Disabilities | 12.1 |
| Homeless | 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 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--------------------------------------------------------------------|----------------|----------------|----------------|------------------|
| With Full Credential | 22 | 23 | 23 | 1,562 |
| Without Full Credential | 0 | 0 | 0 | 12 |
| 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 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 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: 6/29/2017

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

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent 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 |
| 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 |

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------------------------------|
| 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 |

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

Year and month of the most recent FIT report: 06/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|-------------------------------------------------------------------|--------|-------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Fair | Over 50% coverage of paper on walls |
| 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 | |

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|-----------------------------------------------------------------|--------|-------------------------------------------|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |
| 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 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) | 73 | 81 | 74 | 76 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 66 | 75 | 67 | 70 | 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 | 214 | 206 | 96.26 | 3.74 | 80.58 |
| Male | 101 | 97 | 96.04 | 3.96 | 76.29 |
| Female | 113 | 109 | 96.46 | 3.54 | 84.40 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| Asian | 36 | 35 | 97.22 | 2.78 | 85.71 |
| Filipino | 23 | 23 | 100.00 | 0.00 | 86.96 |
| Hispanic or Latino | 24 | 20 | 83.33 | 16.67 | 75.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 84 | 83 | 98.81 | 1.19 | 78.31 |
| Two or More Races | 40 | 38 | 95.00 | 5.00 | 78.95 |
| Socioeconomically Disadvantaged | 35 | 33 | 94.29 | 5.71 | 78.79 |
| English Learners | 42 | 41 | 97.62 | 2.38 | 82.93 |
| Students with Disabilities | 28 | 25 | 89.29 | 10.71 | 60.00 |
| 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 | 214 | 205 | 95.79 | 4.21 | 75.12 |
| Male | 101 | 97 | 96.04 | 3.96 | 79.38 |
| Female | 113 | 108 | 95.58 | 4.42 | 71.30 |
| Black or African American | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 36 | 35 | 97.22 | 2.78 | 85.71 |
| Filipino | 23 | 23 | 100.00 | 0.00 | 69.57 |
| Hispanic or Latino | 24 | 20 | 83.33 | 16.67 | 55.00 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| White | 84 | 83 | 98.81 | 1.19 | 71.08 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-----------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | 40 | 37 | 92.50 | 7.50 | 89.19 |
| Socioeconomically Disadvantaged | 35 | 32 | 91.43 | 8.57 | 62.50 |
| English Learners | 42 | 41 | 97.62 | 2.38 | 65.85 |
| Students with Disabilities | 28 | 24 | 85.71 | 14.29 | 79.17 |
| Students Receiving Migrant Education Services | | | | | |
| 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 | 15.6 | 37.7 | 33.8 |

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 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, School Dances, International Fair, Science Team, Jog-a-Thon, Running Club, Reading Olympics, and Classroom volunteering. Parents also participate on the Parent Activities Committee (PAC), Twin Trails Education Foundation, and the School Site Council. Additionally, the principal holds a monthly "Parent Pit-Stops" where school events and directions are shared and our PAC hosts monthly Parent Pit-Stops for further opportunities to learn about other ways to help the school.

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 | 1.0 | 0.0 | 0.4 | 1.3 | 1.6 | 1.4 | 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)

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, lock-downs, 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. Maintenance staff work with a scheduled preventive program to offset costly repairs and to ensure the site is safe. All volunteers are required to undergo Megan's Law clearance as well as sign a district Volunteer Code of Conduct. Visitors to our campus must enter throughout the office and check-in through our computer sign-in system and must wear a badge indicating that they have done so.

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 | 2016-17 | 2016-17 | 2016-17 | 2017-18 | 2017-18 | 2017-18 | 2017-18 | 2018-19 | 2018-19 | 2018-19 | 2018-19 |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|--------------------|----------------------------|-----------------------------|---------------------------|
| | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K | 25 | | 3 | | 23 | | 4 | | 20 | 2 | 3 | |
| 1 | 25 | | 3 | | 26 | | 2 | | 25 | | 2 | |
| 2 | 24 | | 2 | | 25 | | 2 | | 26 | | 3 | |
| 3 | 25 | | 4 | | 26 | | 3 | | 26 | | 3 | |
| 4 | 25 | | 3 | | 32 | | 2 | | 30 | | 2 | |
| 5 | 25 | 1 | 3 | | 26 | 1 | 1 | 2 | 27 | | 3 | |
| Other** | 5 | 1 | | | | | | | | | | |

*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* | 1483.3 |

*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) | .3 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1.0 |
| Social Worker | |
| Speech/Language/Hearing Specialist | 1.0 |
| Resource Specialist (non-teaching) | 1.0 |
| 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 | 8,318.42 | 2,032.84 | 6,285.58 | 82,126.61 |
| District | N/A | N/A | 7,536.45 | \$79,082.00 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-----------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| Percent Difference - School Site and District | N/A | N/A | -18.1 | 3.8 |
| State | N/A | N/A | \$7,506.64 | \$82,403.00 |
| Percent Difference - School Site and State | N/A | N/A | -17.7 | -0.3 |

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)

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 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary | \$47,046 | \$48,612 |
| Mid-Range Teacher Salary | \$74,420 | \$74,676 |
| Highest Teacher Salary | \$101,917 | \$99,791 |
| Average Principal Salary (Elementary) | \$131,931 | \$125,830 |
| Average Principal Salary (Middle) | \$143,470 | \$131,167 |
| Average Principal Salary (High) | \$151,598 | \$144,822 |
| Superintendent Salary | \$287,500 | \$275,796 |
| Percent of Budget for Teacher Salaries | 37% | 34% |
| Percent of Budget for Administrative Salaries | 4% | 5% |

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 | 3 | 3 | 3 |

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. In addition to these core subjects, the staff annually chooses focuses areas as content for further professional development. The focus areas from this year are: Response to Intervention/ Multi-Tiered Systems of Support, Benchmark, NGSS, Character Education, and Math Extension.

Currently, the staff has completed training from Sanford Harmony, which focuses on Social Emotional Learning aspects for children and adults. The staff is committed to the full implementation of this program while simultaneously implementing strategies from PBIS. Another focus area for the staff this year revolves around increase choice for students. Recent staff meetings have focused on a Playlist. This process allows students to choose between must do's and choice items.

Staff development on campus occurs primarily after school or on site pro-grow afternoons, of which there are two. The teachers are supported in their efforts through regular classroom walk-throughs by the principal and LSS Executive director.