

# Kawana Spring Elementary

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Kawana Spring Elementary
<b>Street</b>	2121 Moraga Dr.
<b>City, State, Zip</b>	Santa Rosa, California 95404
<b>Phone Number</b>	(707) 545-5196
<b>Principal</b>	Carolina Castro
<b>E-mail Address</b>	ccastro@busd.org
<b>Web Site</b>	<a href="http://kawana.bUSD.org">http://kawana.bUSD.org</a>
<b>CDS Code</b>	49706156051593

<b>District Contact Information</b>	
<b>District Name</b>	Bellevue Union School District
<b>Phone Number</b>	(707) 542-5197
<b>Superintendent</b>	Alicia Henderson
<b>E-mail Address</b>	ahenderson@bellevueusd.org
<b>Web Site</b>	<a href="http://www.busd.org">http://www.busd.org</a>

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

Kawana is a T K-6 elementary school, located in the rural southwest of Santa Rosa. We have approximately 400 students. Most of our students live one or more miles away, and are transported to and from school by bus. Spanish is the primary language of most of our students, and most live in poverty. Kawana has a huge extended family, and the campus is host to many programs and classrooms that serve our students and their families, including: more than 25 AmeriCorp/CalSERVES volunteers serving as tutors and after school teachers, four county special education classrooms, and more.

Our school staff includes a total of 17 credentialed classroom teachers, a principal, and the following support personnel: 1 Speech, Language and Hearing Specialist, 1 RSP Teacher, 1 Special Day Class Teacher, 1 Reading Teacher, 2 Physical Education Teachers and 1 part-time Nurse. We also have 2 Special Education Aides, a Library Media Technician, 1 Technology Technicians, a parent Liaison, 6 Literacy paraprofessionals, and office, custodial and cafeteria personnel. District support personnel available to the school include: 1 Student Services Director, 1 Curriculum Coordinator, 1 School Psychologist, and 1 Director of Information and Technology.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	58
<b>Grade 1</b>	72
<b>Grade 2</b>	51
<b>Grade 3</b>	48
<b>Grade 4</b>	52
<b>Grade 5</b>	64
<b>Grade 6</b>	60
<b>Total Enrollment</b>	405

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.7
Asian	1.7
Filipino	0
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0
White	8.4
Two or More Races	1.5
Socioeconomically Disadvantaged	85.4
English Learners	65.2
Students with Disabilities	7.4
Foster Youth	1.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	22	21	94
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013  McGraw-Hill Wonders, adopted 2013/2014  McGraw-Hill Flex Core Replacement language arts program for grades 4-6, adopted 2015-2016  Voyager Passport Language Arts, 5-6 SDC, adopted 2014-2015.	Yes	0
Mathematics	McGraw-Hill My Math Grade TK-5, adopted 2014/2015  McGraw-Hill Glencoe CA Math Grade 6, adopted 2014/2015  McGraw-Hill SRA Number Worlds SDC Grades 5-6, adopted 2014-2015	Yes	0
Science	McGraw-Hill CA Science, adopted 2006/2007	Yes	0
History-Social Science	McGraw-Hill Vistas, adopted 2007/2008	Yes	0

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Safety, cleanliness and maintenance of facilities are of utmost importance at our school. The upper grade wing and staff lounge were modernized in 2000. We have one full time day custodian, one part time evening custodian and a district grounds person that cares for the school maintenance and grounds. We have a beautiful track and baseball field. The classrooms and playgrounds are spacious. School buildings provide adequate space for teaching and learning.

A review of safety reports shows identified concerns have been taken care of promptly. Kawana has a large media center which is connected to the internet. All classes are connected to the internet as well. Each class has computer large screen access. Each classroom uses their multimedia station(computer cart with 30 laptops)as well as Ipad carts to enhance student learning. The library has been fully automated with an electronic system. The library collection has been significantly improved due to a library grant. Kawana is safe, clean and the facilities are well maintained. Graffiti is painted over immediately.

**School Facility Good Repair Status (Most Recent Year)**

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 2017 March</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Room 9:The sink is not draining properly. The plumber had indicated that we have a substantial clog in the sink drain. This is scheduled to be resolved this summer when we can open up the wall and dismantle cabinetry as needed within the classroom.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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

<b>Year and month of the most recent FIT report: 2017 March</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	20	32	24	33	44	48
Mathematics	12	27	17	26	34	36

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

#### CAASPP Test Results in ELA by Student Group

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	48	100.0	45.8
	4	53	52	98.1	30.8
	5	62	60	96.8	31.7
	6	60	58	96.7	20.7
Male	3	20	20	100.0	45.0
	4	22	22	100.0	18.2
	5	38	36	94.7	33.3
	6	27	27	100.0	11.1
Female	3	28	28	100.0	46.4
	4	31	30	96.8	40.0
	5	24	24	100.0	29.2
	6	33	31	93.9	29.0
Black or African American	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
American Indian or Alaska Native	3	--	--	--	--
Hispanic or Latino	3	38	38	100.0	44.7
	4	48	47	97.9	25.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	55	53	96.4	30.2
	6	52	52	100.0	19.2
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	24	24	100.0	58.3
	4	35	34	97.1	32.4
	5	33	32	97.0	25.0
	6	34	32	94.1	12.5
<b>English Learners</b>	3	30	30	100.0	40.0
	4	35	35	100.0	14.3
	5	34	32	94.1	6.3
	6	30	30	100.0	6.7
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	12	12	100.0	
<b>Students Receiving Migrant Education Services</b>	5	--	--	--	--
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	48	48	100.0	43.8
	4	53	52	98.1	25.0
	5	62	61	98.4	16.4
	6	60	57	95.0	24.6
<b>Male</b>	3	20	20	100.0	50.0
	4	22	22	100.0	13.6
	5	38	37	97.4	16.2
	6	27	27	100.0	18.5
<b>Female</b>	3	28	28	100.0	39.3
	4	31	30	96.8	33.3
	5	24	24	100.0	16.7
	6	33	30	90.9	30.0
<b>Black or African American</b>	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>American Indian or Alaska Native</b>	3	--	--	--	--
<b>Hispanic or Latino</b>	3	38	38	100.0	50.0
	4	48	47	97.9	21.3
	5	55	54	98.2	14.8
	6	52	51	98.1	23.5
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	24	24	100.0	58.3
	4	35	34	97.1	29.4
	5	33	32	97.0	12.5
	6	34	31	91.2	12.9
<b>English Learners</b>	3	30	30	100.0	46.7
	4	35	35	100.0	11.4
	5	34	33	97.1	6.1
	6	30	29	96.7	10.3
<b>Students with Disabilities</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	12	11	91.7	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students Receiving Migrant Education Services	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	31	43	30	28	33	23	60	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	62	61	98.4	29.5
Male	38	37	97.4	32.4
Female	24	24	100.0	25.0
Hispanic or Latino	55	54	98.2	29.6
Socioeconomically Disadvantaged	33	32	97.0	25.0
English Learners	34	33	97.1	9.1

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.7	26.7	28.3

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2016-17)

Parents play an important role in our school community and are formally involved in Kawana Springs Elementary through its School Site Council/English Language Advisory Committee, District English Language Advisory Committee, the Parent Group, and the LCAP Superintendent Advisory Committee. It is through these organizations that we strive to increase parental involvement and offer parent training workshops. Some parents serve the school as classroom volunteers and many provide assistance for specific school programs, activities or special events. Many families take part in our Family Literacy Nights, Parent Group activities, Holiday Cultural Dinner, the Spring Fling, and the Cougarfest. Kawana Academy encourages volunteers in all areas.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	4.0	0.9	2.0	4.8	2.8	4.8	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2016-17)

Our school's Safety Plan assures the safety of students and staff in case of an emergency. It includes the ability to communicate with the district office and outside agencies for ongoing support services through a strong network of city, county, state and federal communication services. School-wide safety drills are conducted monthly. The School Plan was last updated in 2015 and approved by the School Board June 2015.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	60.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			20	3	1		20	3	1	
1	25		2		18	3			18	3		
2	21	1	2		24		2		24		2	
3	22		3		19	3			19	3		
4	30		2		30		2		30		2	
5	26		2		27		2		27		2	
6	28		2		21	1	2		21	1	2	
Other	13	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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4185741	1676526	2509214	61039
District	N/A	N/A	1115206	\$66,953
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A		

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

### Types of Services Funded (Fiscal Year 2015-16)

Kawana is fortunate to have the following support personnel. We have Instructional Aides in SDC and pre-school and one media center specialist to support instruction. We also have literacy paraprofessionals working in each K-6 classroom supporting literacy instruction. In addition, Kawana has one part-time Speech teacher, 1 SDC Teacher, and 1 RSP Teacher. We receive Title I, SIP, and Special Education funding to support our instructional aides and teachers. We have a licensed counselor t, five days a week.

We also have several grants which fund our one to one tutoring program and "Cool School," our after school reading and homework program which is an intervention for 1st-6th grade students struggling academically.

Federal funds have allowed us to purchase a school wide independent reading program (Accelerated Reader & Imagine Learning).

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,312	\$44,507
Mid-Range Teacher Salary	\$64,279	\$68,910
Highest Teacher Salary	\$89,521	\$88,330
Average Principal Salary (Elementary)	\$107,640	\$111,481
Average Principal Salary (Middle)		\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$176,153	\$169,821
Percent of Budget for Teacher Salaries	32%	39%
Percent of Budget for Administrative Salaries	5%	6%

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

### Professional Development (Most Recent Three Years)

Ongoing professional development is an important part of improving our school program. Our school district invests heavily in professional development and as a result our students receive excellent instruction. The school district and Kawana School provide professional development targeted to raise student performance on the API and AYP. The major improvement efforts this year have focused on implementation of writing in our language arts program including the use of literacy paraprofessionals in addition to training on data-driven instruction. 100% of the teachers at our school have engaged in advanced training designed to promote specific skills or information related to these school priorities and objectives. Our district also provides individualized coaching through the use of a consulting teacher and release time to observe in other classrooms for teachers to receive additional professional development and support in individual areas of need. Teachers meet at least weekly in PLCs and collaboration time to analyze student data, plan instruction and evaluate student learning. Technology is used extensively to disaggregate and analyze student data to guide instruction and training is provided this year on the use of our data management system.