

Kawana Springs Elementary

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	Kawana Springs Elementary
Street	2121 Moraga Dr.
City, State, Zip	Santa Rosa, California 95404
Phone Number	(707) 545-4283
Principal	Denise McCullough
Email Address	dmccullough@busd.org
Website	http://kawana.busd.org
County-District-School (CDS) Code	49706156051593

Entity	Contact Information
District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
Email Address	dalexander@busd.org
Website	http://www.busd.org

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

Kawana Springs Elementary's mission is to motivate our students to achieve their maximum potential and inspire a love of learning.

We support the Whole Child by ensuring academic and social-emotional success for all students, promoting fluency and literacy in Spanish and English through our growing Dual Language Immersion program, honoring and celebrating multiculturalism, providing enrichment programs that enhance the overall educational experience of our students.

We value respect and caring for each other and our environment, teamwork and positive communication, we model our expectations of our students.

We welcome our community to work together with us to achieve our vision.

Kawana Springs Elementary is a TK-6 elementary school, located in the rural southwest of Santa Rosa. Kawana Springs has a Spanish Dual Immersion program in grades K-3, and will add a consecutive grade level each year until the entire school is Dual Immersion. We have approximately 350 students. Most of our students live one or more miles away, and walk or are transported to and from school by bus. Spanish is the primary language of many of our students, and English only students also attend Kawana in the Dual Immersion program and traditional English program. Kawana has a huge extended family, and the campus is host to many programs and classrooms that serve our students and their families, including: approximately 10 AmeriCorp/CalSERVES volunteers serving as tutors and after school teachers, two county special education classrooms, and more.

Our school staff includes a total of 15 credentialed classroom teachers, a principal, and the following support personnel: 1 Speech, Language and Hearing Specialist, 1 RSP Teacher, 1 Special Day Class Teacher, 2 Physical Education Teachers and 1 part-time Nurse. We also have 4 Special Education Aides, 1 Technology Technician, a parent Liaison, a Literacy paraprofessional, and office, custodial, yard supervisors, and cafeteria personnel. District support personnel available to the school include: 1 Student Services Director, 1 School Psychologist, and 1 Director of Information and Technology.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	41
Grade 2	43
Grade 3	42
Grade 4	65
Grade 5	48
Grade 6	45
Total Enrollment	354

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.6
Asian	1.4
Filipino	0.3
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.3
White	5.6
Two or More Races	1.1
Socioeconomically Disadvantaged	81.6
English Learners	53.1
Students with Disabilities	6.8
Foster Youth	1.1
Homeless	3.4

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	17	17	16	78
Without Full Credential	1	0	2	5
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	1

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: September 2015

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Zaner-Bloser Happily Ever After TK, adopted 2012-2013 McGraw-Hill Wonders, adopted 2013/2014 Maravillas/ Spanish Version of Wonders K-3 Voyager Passport Language Arts, 5-6 SDC, adopted 2014-2015.	Yes	0
Mathematics	McGraw-Hill My Math Grade TK-5, adopted 2014/2015 Matematicas/Spanish Version Version of My Math K-3 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)

We have worked diligently to discover the various needs of our campus and have identified several projects that are planned to be addressed during the period of 2019-2024. Projects identified can be found at <https://www.bUSD.org/Page/54> under the heading BUSD 2019 - 2024 Facility Plan.

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: 2019 July

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
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	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)	33	34	35	34	50	50
Mathematics (grades 3-8 and 11)	24	26	24	24	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	196	195	99.49	0.51	33.85
Male	92	91	98.91	1.09	29.67
Female	104	104	100.00	0.00	37.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	176	176	100.00	0.00	31.82
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	169	168	99.41	0.59	29.76
English Learners	143	143	100.00	0.00	31.47
Students with Disabilities	13	12	92.31	7.69	25.00
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	196	195	99.49	0.51	25.64
Male	92	91	98.91	1.09	24.18
Female	104	104	100.00	0.00	26.92
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	176	176	100.00	0.00	26.14
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	169	168	99.41	0.59	23.81
English Learners	143	143	100.00	0.00	24.48
Students with Disabilities	13	12	92.31	7.69	33.33
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	31.9	19.1	12.8

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)

Parents play an important role in our school community and are formally involved in Kawana Springs Elementary through the PTO, the School Site Council, English Language Advisory Committee, District English Language Advisory Committee, and the LCAP 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, Family Math Nights, PTO activities, the Spring Fling Dance, and the Cougarfest and Barbeque. Kawana Springs encourages volunteers in all areas.

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	1.4	0.0	1.0	3.0	2.7	2.3	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 fall of 2019 and approved by the BUSD Board.

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	14	4			22		2		23		3	
1	23		2		24		2		21	1	1	
2	22		3		22	1	1		22		2	
3	22		2		21	1	2		21		2	
4	26		2		30		1		31		2	
5	26		2		28		2		29		1	
6	24	1	2		24	1	2		20	1	2	
Other**									8	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*	.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	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	.5

*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	13,565	5,524	8,042	73,358
District	N/A	N/A	8,042	73,358
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	6.9	-5.6

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)

Kawana Springs is fortunate to have the following support personnel. We have Instructional Aides in SDC. We also have a literacy paraprofessional working in our primary classrooms supporting Spanish 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 also have several grants which fund our tutoring program and “Cool School,” our after school reading and homework program which is an intervention for 1st-6th grade students struggling academically.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$	\$49,378
Mid-Range Teacher Salary	\$	\$77,190
Highest Teacher Salary	\$	\$96,607
Average Principal Salary (Elementary)	\$	\$122,074
Average Principal Salary (Middle)	\$	\$126,560
Average Principal Salary (High)	\$	\$126,920
Superintendent Salary	\$	\$189,346
Percent of Budget for Teacher Salaries	29%	36%
Percent of Budget for Administrative Salaries	5%	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			

Ongoing professional development is an important part of improving our school program. The major improvement efforts this year have focused on English language development and ELPAC training. A site leadership team including principal and teachers, has been participating in the California Principal Support Network which focuses on developing and sustaining a strong professional learning community with a collaborative culture. 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 Teacher on Special Assignment 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.