

Kawana Springs Elementary

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	Kawana Springs Elementary
Street	2121 Moraga Dr.
City, State, Zip	Santa Rosa, California 95404
Phone Number	(707) 545-4283
Principal	Carolina Castro
E-mail Address	ccastro@busd.org
Web Site	http://kawana.bUSD.org
CDS Code	49706156051593

District Contact Information	
District Name	Bellevue Union School District
Phone Number	(707) 542-5197
Superintendent	David Alexander
E-mail Address	dalexander@busd.org
Web Site	http://www.bUSD.org

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

Kawana Springs is a TK-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 16 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 2 Special Education Aides, a Library Media Technician, 1 Technology Technicians, a parent Liaison, 4 Literacy paraprofessionals, and office, custodial 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 2016-17)

Grade Level	Number of Students
Kindergarten	55
Grade 1	46
Grade 2	67
Grade 3	44
Grade 4	51
Grade 5	60
Grade 6	63
Total Enrollment	386

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.5
Asian	1.8
Filipino	0
Hispanic or Latino	86.5
Native Hawaiian or Pacific Islander	0
White	8.3
Two or More Races	1.6
Socioeconomically Disadvantaged	78.8
English Learners	60.4
Students with Disabilities	8.3
Foster Youth	0.8

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	22	21	17	82
Without Full Credential	0	0	1	6
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: 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 Maravillas/ Spanish Version of Wonders K/1st 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 Matematicas/Spanish Version Version of My Math 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 Springs 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 Springs is safe, clean and the facilities are well maintained. Graffiti is painted over immediately.

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: 2017 March				
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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		There are roof repairs scheduled to be performed Spring of 2018. Complete replacement of the roof is presently being considered.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2017 March				
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)	32	37	33	35	48	48
Mathematics (grades 3-8 and 11)	27	28	26	28	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	219	214	97.72	37.38
Male	103	102	99.03	33.33
Female	116	112	96.55	41.07
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	190	185	97.37	36.76
White	22	22	100	40.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	186	182	97.85	36.81
English Learners	161	156	96.89	32.05
Students with Disabilities	26	26	100	7.69
Students Receiving Migrant Education Services	--	--	--	--
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	219	218	99.54	27.98
Male	103	103	100	25.24
Female	116	115	99.14	30.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	190	189	99.47	29.63
White	22	22	100	22.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	186	185	99.46	28.65
English Learners	161	160	99.38	28.75
Students with Disabilities	26	26	100	3.85
Students Receiving Migrant Education Services	--	--	--	--
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)	43	30	33	23	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.

Career Technical Education Programs (School Year 2016-17)

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	

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	11.5	29.5

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)

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, District Strategic Planning 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 performances, the Spring Fling, and the Cougarfest. Kawana Springs encourages volunteers in all areas.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State

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	2.0	1.4	2.8	4.8	3.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017 and approved by the School Board June 2017.

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	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

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	3	1		19	1	2		14	4		
1	18	3			24		3		23		2	
2	24		2		17	3			22		3	
3	19	3			24		2		22		2	
4	30		2		26		2		26		2	
5	27		2		29		2		26		2	
6	21	1	2		22	1	2		24	1	2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	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	.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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,790,663	\$1,871,225	\$2,919,438	\$72,069
District	N/A	N/A	\$13,304,549	\$71,029
Percent Difference: School Site and District	N/A	N/A	-128.0	1.5
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	199.1	-2.9

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

Types of Services Funded (Fiscal Year 2016-17)

Kawana Springs 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, 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,671	\$47,034
Mid-Range Teacher Salary	\$66,207	\$73,126
Highest Teacher Salary	\$92,206	\$91,838
Average Principal Salary (Elementary)	\$109,430	\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary	\$181,438	\$178,388
Percent of Budget for Teacher Salaries	29%	37%
Percent of Budget for Administrative Salaries	4%	6%

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

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Ongoing professional development is an important part of improving our school program. The school district and Kawana Springs School provide professional development targeted to raise student performance on the API and AYP. 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.