

# Twila Reid School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Twila Reid School
<b>Street</b>	720 South Western
<b>City, State, Zip</b>	Anaheim, CA 92804-3831
<b>Phone Number</b>	714-236-3845
<b>Principal</b>	Maria Garcia
<b>Email Address</b>	maria.garcia@savsd.org
<b>School Website</b>	<a href="https://savsd.org/school/reid">https://savsd.org/school/reid</a>
<b>County-District-School (CDS) Code</b>	30666966030506

## 2023-24 District Contact Information

<b>District Name</b>	Savanna Elementary School District
<b>Phone Number</b>	714-236-3800
<b>Superintendent</b>	Dr. Sue Johnson
<b>Email Address</b>	superintendent@savsd.org
<b>District Website</b>	<a href="https://www.savsd.org">https://www.savsd.org</a>

## 2023-24 School Description and Mission Statement

Twila Reid School is a Transitional Kindergarten through 6th grade school. Twila Reid's population of 486 students represents a diverse population. Approximately 30% of students at Twila Reid are English Language Learners. The large majority of these students are Spanish speaking. About 65% of the school's students are on the free or reduced lunch program. Twila Reid is supported by school wide Title I funds. Students are involved in a variety of activities that support the acquisition of the common core standards. The staff is composed of 27 general education classroom teachers, a special education resource teacher, two Title 1 resource teachers, two counselors, one speech therapist, a psychologist, and one Licensed Vocational Nurse. Our teachers create a system of small group instruction tailored to meet the needs of our students, in addition to supporting students with daily leveled reading support. This year, teachers are still differentiating to meet their students needs in scheduled leveled instruction groups. Each grade level works as a collaborative team with the Resource Specialist and a Title 1 teacher to provide leveled instruction for each student.

Going beyond the classroom, Twila Reid offers a variety of programs to help students achieve success. Each week, the "We Got Your Back" program supports Twila Reid's most needy students by providing a backpack full of food to share with their families. With the continued strong partnership with the Anaheim Police Department to ensure we have updated and efficient safety processes and procedures. Savanna School District has also partnered with local universities to provide social emotional support, speech and language support, and additional summertime enrichment for students. Twila Reid has supported students and parents with resources such as counseling, parenting classes, family camp, school shopping, art classes, and housing support. Savanna School District also offers students enrichment and additional practice of skills in frequent Saturday Academies throughout the year. Through the support of North Orange County Task Force (NOC) the High School "Bigs" program provides mentors for students who need additional support via once a week meetings. Twila Reid families also have the opportunity to participate in a variety of community programs to help support them: Boys and Girls Club and BRIGHT Learners Preschool. In cooperation with our surrounding community, we will also continue our strong, positive relationships with the Tiger Woods Learning Center this year. In typical years, Savanna School District also augments the academic program provided by giving opportunities in the arts. Students in grades 4- 6 have access to the Music Masters strings program. All students are provided access to the Meet the Masters art program.

It is the mission of Twila Reid School, through a partnership with parents and the community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. Here at Twila Reid School, students are encouraged to be successful, life-long learners, prepared to accept responsibilities and challenges that may present

## 2023-24 School Description and Mission Statement

themselves in the future. The caring and supportive staff continues to maintain a safe and nurturing environment so that all students can be successful. All staff members at Twila Reid will continue the implementation of the Positive Behavior Interventions and Supports (PBIS) approach to student discipline. Our goal is to reinforce positive behavior and prevent discipline problems. Students are encouraged to display Twila Reid "R.O.C.K." behavior- and that students can be "R"esponsible, "O"wn their Actions, be "C"aring, and "K"ind at all times. In addition to this positive behavior system that is taught to all students, we also have a Title 1 teacher devoted to Social Emotional Learning and outside presence overseeing organized games on campus. We provide instruction proactively to help students work together cooperatively as a community.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	61
Grade 2	72
Grade 3	72
Grade 4	84
Grade 5	64
Grade 6	84
<b>Total Enrollment</b>	<b>535</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50.1%
Asian	11.6%
Black or African American	3%
Filipino	3.6%
Hispanic or Latino	67.5%
Native Hawaiian or Pacific Islander	2.2%
Two or More Races	2.6%
White	6.5%
English Learners	33.3%
Foster Youth	0.4%
Homeless	11%
Socioeconomically Disadvantaged	86.7%
Students with Disabilities	7.9%

## **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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.00	100.00	84.00	93.33	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	1.11	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	12115.80	4.41
<b>Unknown</b>	0.00	0.00	5.00	5.56	18854.30	6.86
<b>Total Teaching Positions</b>	24.00	100.00	90.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	25.50	100.00	94.00	95.92	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	1.02	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	0.00	0.00	11953.10	4.28
<b>Unknown</b>	0.00	0.00	3.00	3.06	15831.90	5.67
<b>Total Teaching Positions</b>	25.50	100.00	98.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Savanna School District adopted the Benchmark Advance English Language Arts/English Language Development materials in the 2017-18 school year. It is in place in all K-6 classrooms. In 2016, we adopted the Houghton Mifflin, Go Math Series for K-6 students and it is in place in all classrooms. Both of these series are aligned to the Common Core State Standards. In the 2022-23 school year, the Savanna School District adopted the Amplify Science program, which is aligned to the Next Generation Science Standards. We adopted History-Social Science (Harcourt School Publishers) materials in 2007. We expect to pilot new Social Science materials as they become available. Health and Visual and Performing Arts are taught utilizing a variety of instructional materials and strategies.

<b>Year and month in which the data were collected</b>	November, 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
<b>Mathematics</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
<b>Science</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
<b>History-Social Science</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
<b>Foreign Language</b>	N/A		
<b>Health</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Health.	Yes	0
<b>Visual and Performing Arts</b>	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. We do not have textbooks in this area; instead we utilize a variety of instructional materials to provide instruction in Visual and Performing Arts.	Yes	0

## School Facility Conditions and Planned Improvements

The staff of Reid strives to maintain a clean and safe learning environment for the students. Assessments of the school's aesthetic and safety conditions are made by the principal on a monthly basis, and thorough quarterly inspections are made by the District's Director of Maintenance, Operations, and Transportation. Custodians make routine, daily inspections of all exterior and interior areas of the school. As per SB550 all facilities are in good repair. Modernization projects have been completed at the Reid campus as a result of the passage of Measure N at the November 4, 2008 election and Measure G at the June 5, 2012 election. A new Outdoor Learning Center was constructed, becoming the 'heart' of the campus where student success is celebrated. The school playgrounds received 'extreme makeovers' with new age-appropriate equipment designed to promote physical fitness, large and small motor skills, balance, and upper-body strength for students. The poured-in-place rubber surfacing was designed to provide high levels of safety for students with minimal maintenance requirements. In addition, classrooms and office spaces were enhanced with new furniture, upgraded wall systems, energy efficient dual-paned windows, new energy efficient heating and air conditioning units, new plumbing, electrical, and upgraded roofing. Our heating and air conditioning units, lighting, security cameras, classroom projectors, and even irrigation systems are on energy management systems, controlled remotely to ensure that units do not run during times they are not needed. Preschool and before-and-after-school childcare programs were relocated to provide better access for parents during hours when the school office is not open. School security enhancements are multi-faceted and include perimeter fencing, security cameras throughout the campus, paging systems, emergency notification systems, enhanced fire alarm systems, and increased security lighting after school hours. The remodeled student restrooms are 'student friendly' with new plumbing and sewer lines, energy-efficient fixtures, and terrazzo flooring that will last at least another 50 years!

Regular maintenance projects take place to maintain the district's high standards of quality facilities. In the fall of 2015, a Technology Learning Center with 32 computers, a teaching station and flat screen monitors was completed. In the summer of 2016, an additional Technology Learning Center with an additional 32 computers with flat screen monitors was added. A STEM Center was added in the summer of 2018, with additional flat screen monitors, white board walls, and computers. In the summer of 2019, a third Technology Learning Center was added to the campus. In the 2020-2021 school year, an additional lunch shelter was added to allow further spacing of students during outdoor meals. While the use of technology to support the instructional program has long been a standard at Reid School, each classroom has six desktop computers. In the fall of 2021, a technology cart that includes a class set of iPads was added to each classroom. In 2023, Twila Reid School transitioned to having a District operated preschool on site.

**Year and month of the most recent FIT report**

July, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<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 Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	48	46	49	48	47	46
<b>Mathematics</b> (grades 3-8 and 11)	42	37	43	42	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	312	308	98.72	1.28	45.78
<b>Female</b>	154	150	97.40	2.60	49.33
<b>Male</b>	158	158	100.00	0.00	42.41
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	38	97.44	2.56	89.47
<b>Black or African American</b>	12	12	100.00	0.00	50.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	201	199	99.00	1.00	37.19
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	22	95.65	4.35	36.36
<b>White</b>	19	19	100.00	0.00	52.63
<b>English Learners</b>	81	77	95.06	4.94	23.38
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	27	26	96.30	3.70	38.46
<b>Military</b>	60	60	100.00	0.00	43.33
<b>Socioeconomically Disadvantaged</b>	267	265	99.25	0.75	43.02
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	30	100.00	0.00	10.00

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	309	309	100.00	0.00	36.57
<b>Female</b>	153	153	100.00	0.00	26.80
<b>Male</b>	156	156	100.00	0.00	46.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	39	100.00	0.00	79.49
<b>Black or African American</b>	12	12	100.00	0.00	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	199	199	100.00	0.00	28.14
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	23	100.00	0.00	26.09
<b>White</b>	18	18	100.00	0.00	44.44
<b>English Learners</b>	80	80	100.00	0.00	23.75
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	26	100.00	0.00	19.23
<b>Military</b>	60	60	100.00	0.00	30.00
<b>Socioeconomically Disadvantaged</b>	266	266	100.00	0.00	34.21
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	30	100.00	0.00	6.67

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.46	34.43	31.75	39.73	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	61	100.00	0.00	34.43
Female	32	32	100.00	0.00	21.88
Male	29	29	100.00	0.00	48.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	38	100.00	0.00	23.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	30.77
Socioeconomically Disadvantaged	50	50	100.00	0.00	34.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### 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 area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98	100	100	100	100

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

When parents are partners in their children's education, the results are improved student achievement, better school attendance, reduced dropout rates and decreased delinquency. Years of research have shown that parents who are actively involved with their child's education have children who do well in school. Parents and families can make a big difference in the education of young people. The plan to accomplish this at Twila Reid Elementary School is the School-Parent Compact. When parents, students, and school personnel work together, student achievement is gained. Twila Reid partners with the community and parents to provide a rich, safe learning environment.

Parents can become involved in several ways. The School Site Council is a council of parents, teachers, classified staff and the principal who monitor the implementation of the Single Plan for Student Achievement and generally act as an advisory and decision-making body for the school's many programs. The English Language Advisory Committee gives input about the needs of our English language learners and is composed of parents, teachers, and the principal.

The PTA (Parent Teacher Association) is also an integral part of the school's support services through its work as parent volunteers, as program fund-raisers, and as a school-parent communication resource. PTA also provides community involvement opportunities for our community after school hours like our family movie nights, book fairs, book bingo nights, Fall Festival, Winter Wonderland, and other fun events.

Parents are welcomed on campus as classroom volunteers, and to school events such as award ceremonies, Read Across America, and classroom celebrations, etc. All parents are kept informed of meetings and events with our Blackboard system and our District Website. The website lists the following ways parents can be involved: attend parent/teacher conferences, read a story to a small group, help in the library, WATCHDOGS, attend PTA meetings and help at activities, help with Book Fairs, put up a bulletin board, chaperone a field trip, support PTA fund-raisers, make copies for teachers, share your job/profession, video student performances, help with school programs, attend parent education classes, help in the classroom, attend advisory committee meetings, and participate on school-level advisory committees.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	590	576	148	25.7
Female	296	290	79	27.2
Male	294	286	69	24.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	67	67	4	6.0
Black or African American	20	19	4	21.1
Filipino	19	19	1	5.3
Hispanic or Latino	390	386	116	30.1
Native Hawaiian or Pacific Islander	12	12	4	33.3
Two or More Races	16	16	5	31.3
White	45	37	6	16.2
English Learners	203	197	45	22.8
Foster Youth	8	8	3	37.5
Homeless	73	67	25	37.3
Socioeconomically Disadvantaged	509	499	135	27.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	50	15	30.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.88	0.85	0.05	1.02	0.99	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0
Female	0.34	0
Male	1.36	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.49	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.25	0
White	0	0
English Learners	1.48	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.98	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.92	0

## 2023-24 School Safety Plan

Reid School has a School Safety Plan which encompasses an Emergency Preparedness Plan, and a district Crisis Intervention Plan. These three documents cover all aspects of campus safety. The plans are on file and available to all parents as well as the general public. All safety plans are reviewed and updated on an annual basis in a public meeting. The goal is to ensure a safe and non-violent school environment. Additional safety measures include:

- Monthly drills held for fire, earthquake, and/or secure campus scenarios.
- Staff members trained and assigned specific responsibilities for emergency operations.
- CPR/First Aid/AED training opportunities available for staff.
- Emergency supplies and food and water located in classrooms and at strategic locations throughout the school.
- Perimeter fencing and security cameras.
- Identification and tracking procedure for visitors who may only enter the campus through the school office.
- School-wide paging systems and radios in every classroom.
- School buses have on-board security cameras.
- State of the art bus pass system that tracks students entering and exiting the school buses via bus passes.
- Navigate Prepared Safety system.
- Blackboard parent notification system.

## D. Other SARC Information Information Required in the SARC

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

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	3		1
1	21	1	2	
2	28		3	
3	22		3	
4	28		3	
5	26		3	
6	32		3	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	23		3	
2	22		3	
3	21		4	
4	23		3	
5	22		4	
6	25		3	



## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	2	2	1
1	27	1	1	1
2	24	0	3	0
3	24	0	3	0
4	21	0	4	0
5	21	1	2	0
6	21	1	3	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	411.54

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$15,429	\$5,873	\$9,556	\$93,807
District	N/A	N/A	\$10,822	\$92,318
Percent Difference - School Site and District	N/A	N/A	-12.4	0.5
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	36.7	10.3

## Fiscal Year 2022-23 Types of Services Funded

The general fund income for the Savanna School District includes revenues from local, state, and federal sources. This money is used to pay for teacher and support personnel salaries, health and welfare benefits for employees, instructional supplies, utilities, staff development, and equipment needs in the district. Twila Reid school also receive funding designated for limited English proficient students and Title 1 funding which is used for students in need of intervention.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,733	\$54,046
Mid-Range Teacher Salary	\$88,020	\$84,515
Highest Teacher Salary	\$116,495	\$110,867
Average Principal Salary (Elementary)	\$145,479	\$136,841
Average Principal Salary (Middle)	\$0	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$243,893	\$217,473
Percent of Budget for Teacher Salaries	34.7%	32.43%
Percent of Budget for Administrative Salaries	5.34%	5.62%

## Professional Development

Professional development has focused on the data analysis and differentiating instruction utilizing Common Core State Standards across the curriculum. Teachers and staff members have received training on the Common Core Standards and effective strategies to implement the standards including EDI, Differentiated Instruction, Intervention strategies, Thinking Maps, Interaction with Text, Write from the Beginning, implementation of Go Math materials, mathematical practices, STEM, the implementation of technology across the curriculum, iPad implementation, Project GLAD, the implementation of the Benchmark Advance ELA Series, the implementation of the iReady Program, and English Language Development standards and strategies. Teachers have also received training on the Illuminate Data System and iReady data analysis. In addition, teachers have had an opportunity to participate in a variety of curricular task forces including English Language

## Professional Development

Development/English Language Arts, STEM, Science, Health & Wellness and Math. Professional development was provided through a variety of delivery methods including full day and part day workshops, grade level collaboration, coaching and demonstration lessons. New teachers are supported through regularly scheduled meetings and professional development topics related to their needs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3