

# Twila Reid 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>	Twila Reid Elementary
<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>	Mrs. Helenihi
<b>E-mail Address</b>	<a href="mailto:erin.helenihi@savsd.org">erin.helenihi@savsd.org</a>
<b>Web Site</b>	<a href="http://www.savsd.k12.ca.us/Schools/Reid/reidhome.html">http://www.savsd.k12.ca.us/Schools/Reid/reidhome.html</a>
<b>CDS Code</b>	30666966030506

<b>District Contact Information</b>	
<b>District Name</b>	Savanna Elementary School District
<b>Phone Number</b>	714-236-3800
<b>Superintendent</b>	Dr. Sue Johnson
<b>E-mail Address</b>	superintendent@savsd.org
<b>Web Site</b>	www.savsd.org

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

Twila Reid School is a kindergarten through 6th grade school. Twila Reid’s population of 690 students represents a diverse population. Approximately 44% of students at Twila Reid are English Language Learners. The large majority of these students are Spanish speaking. Nearly 63% of the school’s students are on the free or reduced lunch program. Twila Reid is a targeted assistance Title I program. Students are involved in a variety of activities that support the acquisition of the common core standards. The staff is composed of 30 regular classroom teachers, a special education resource teacher, one Title 1/Rtl resource teacher, one speech therapist, part time psychologist, counselor and nurse.

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, Twila Reid School’s 4th-6th graders participate in the Jr. Cadet Program, which instills a sense of respect and responsibility in our upper grade students. Twila Reid has also partnered with the City of Stanton and the City of Anaheim to incorporate the Gang Reduction and Intervention Program (GRIP) on campus. With the help of Anaheim GRIP, Twila Reid has enlisted parent “greeters” to welcome students as they arrive on to campus each morning. Through the support of Stanton GRIP The High School Bigs program provides mentors for students who need additional support. In cooperation with our surrounding community, we will also continue our strong, positive relationships with the Ocean Institute and the Tiger Woods Learning Center.

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 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 that Twila Reid “R.O.C.K.’s”- and the students can be Responsible, Own their Actions, be Caring, and be Kind at all times.

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

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	102
<b>Grade 1</b>	104
<b>Grade 2</b>	94
<b>Grade 3</b>	97
<b>Grade 4</b>	96
<b>Grade 5</b>	96
<b>Grade 6</b>	85
<b>Total Enrollment</b>	674

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

Student Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	0
Asian	15.4
Filipino	5.6
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0.4
White	7.3
Two or More Races	4.2
Socioeconomically Disadvantaged	77.7
English Learners	45.7
Students with Disabilities	9.5
Foster Youth	0.7

## 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	28	29	30	109
Without Full Credential	0	0	0	0
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	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.

**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
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	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:** December 2016

The Savanna School District English Language Arts Task Force is piloting new English Language Arts/English Language Development materials for the 2016-17 school year. A binder correlating the Common Core Standards to the Open Court Series (McGraw Hill Publishers) has been in use in the District, serving as a bridge to Common Core Standards since the 2014-15 school year. The Open Court series was adopted in 2002. In 2016, we adopted the Houghton Mifflin, Go Math Series for K-6 students and it is in place in all classrooms. The series is aligned to the Common Core Math Standards. We adopted the Science (Harcourt School Publishers) and Social Science (Harcourt School Publishers) materials in 2007. We expect to pilot new Science and Social Science materials as they become available.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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

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

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. Over the past few years, 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, a STEM Center with an additional 32 computers with flat screen monitors was added. In addition, there are six computers in every classroom and various classrooms throughout the site utilize iPads as part of the instructional program.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 7-22-16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<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			
<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)

Year and month of the most recent FIT report: 7-22-16				
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. 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	46	47	43	48	44	48
Mathematics	41	40	35	39	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	97	96	99.0	52.1
	4	93	92	98.9	34.8
	5	104	103	99.0	53.4
	6	89	89	100.0	46.1
Male	3	50	49	98.0	51.0
	4	53	53	100.0	34.0
	5	47	46	97.9	50.0
	6	51	51	100.0	35.3
Female	3	47	47	100.0	53.2
	4	40	39	97.5	35.9
	5	57	57	100.0	56.1
	6	38	38	100.0	60.5
Asian	3	16	16	100.0	81.3
	4	15	15	100.0	60.0
	5	15	15	100.0	80.0
	6	16	16	100.0	81.3
Hispanic or Latino	3	60	59	98.3	47.5
	4	59	59	100.0	25.4

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	56	55	98.2	38.2
	6	56	56	100.0	37.5
<b>White</b>	5	12	12	100.0	75.0
<b>Socioeconomically Disadvantaged</b>	3	76	76	100.0	47.4
	4	66	65	98.5	29.2
	5	86	85	98.8	45.9
	6	68	68	100.0	42.6
<b>English Learners</b>	3	42	42	100.0	52.4
	4	40	40	100.0	25.0
	5	41	40	97.6	25.0
	6	31	31	100.0	29.0
<b>Students with Disabilities</b>	6	11	11	100.0	18.2

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	97	95	97.9	48.4
	4	93	92	98.9	41.3
	5	104	103	99.0	34.0
	6	89	89	100.0	37.1
<b>Male</b>	3	50	48	96.0	52.1
	4	53	53	100.0	43.4
	5	47	46	97.9	32.6
	6	51	51	100.0	31.4
<b>Female</b>	3	47	47	100.0	44.7
	4	40	39	97.5	38.5
	5	57	57	100.0	35.1
	6	38	38	100.0	44.7
<b>Asian</b>	3	16	16	100.0	75.0
	4	15	15	100.0	86.7
	5	15	15	100.0	80.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	16	16	100.0	81.3
Hispanic or Latino	3	60	59	98.3	40.7
	4	59	59	100.0	23.7
	5	56	55	98.2	18.2
	6	56	56	100.0	25.0
White	5	12	12	100.0	41.7
Socioeconomically Disadvantaged	3	76	75	98.7	45.3
	4	66	65	98.5	30.8
	5	86	85	98.8	31.8
	6	68	68	100.0	33.8
English Learners	3	42	42	100.0	45.2
	4	40	40	100.0	32.5
	5	41	40	97.6	12.5
	6	31	31	100.0	19.4
Students with Disabilities	6	11	11	100.0	9.1

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)	58	53	63	48	46	54	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	104	103	99.0	63.1
Male	47	46	97.9	63.0
Female	57	57	100.0	63.2
Asian	15	15	100.0	80.0
Hispanic or Latino	56	55	98.2	52.7
White	12	12	100.0	91.7
Socioeconomically Disadvantaged	86	85	98.8	56.5
English Learners	41	40	97.6	42.5

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	20.4	27.2	20.4

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)**

Twila Reid partners with the community and parents to provide a wonderful learning environment. Parents can become involved in several ways. The School Site Council is a ten-person 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 two parents, two 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. The PTA also provides community involvement opportunities for our community after school hours like our family movie nights and the school carnival.

Through the support of the City of Anaheim's GRIP (Gang Reduction and Intervention Partnership) program parents can participate in "Coffee with a Cop" informational meetings. Also offered with the help of Anaheim GRIP, Twila Reid has enlisted parent “greeters” to welcome students as they arrive on to campus each morning.

Parents are welcomed on campus as classroom volunteers, and to school events such as award ceremonies, Read Across America, classroom celebrations, etc. All parents are kept informed of meetings and events with our Parent Link system, our District Website and the Savanna Mobile Device App. In addition, parents have the opportunity to utilize online registration.

## 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>	0.3	1.8	1.2	0.7	1.0	0.8	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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

Reid School has a School Safety Plan, an Emergency Preparedness Plan, and a 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.
- 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.
- 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.

## 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
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2012-2013
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	1
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100.0

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	22		5		22	2	4		20	3	2	
1	32		2		27		3		21		5	
2	30		3		28		2		24		3	
3	30		4		28		4		27		4	
4	30		2		26		3		25		4	
5	32		3		26		4		27		4	
6	32		2	2	23		4		26		3	

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	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.3	N/A
Psychologist	0.75	N/A
Social Worker	0	N/A
Nurse	0.37	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	0	N/A
Other	.25	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	\$8,338	\$2,321	\$6,017	\$82,051
District	N/A	N/A	\$5,908	\$81,926
Percent Difference: School Site and District	N/A	N/A	1.8	0.2
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	6.0	14.6

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

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

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 receives funding designated for limited English proficient students.

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

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,002	\$44,507
Mid-Range Teacher Salary	\$86,493	\$68,910
Highest Teacher Salary	\$106,043	\$88,330
Average Principal Salary (Elementary)	\$132,427	\$111,481
Average Principal Salary (Middle)		\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$193,274	\$169,821
Percent of Budget for Teacher Salaries	43%	39%
Percent of Budget for Administrative Salaries	7%	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)**

Professional development has focused on the shift to 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 new standards including EDI, Differentiated Instruction, Intervention strategies, Thinking Maps, Interaction with Text, Basal Alignment Project, Write from the Beginning, implementation of Go Math materials, mathematical practices, STEM, the implementation of technology across the curriculum, iPad implementation, Project GLAD, and English Language Development standards and strategies. Teachers have also received training on the implementation of the Illuminate Data System and data analysis. In addition, teachers have had an opportunity to participate in a variety of curricular task forces including English Language Development/English Language Arts, STEM, 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 related to their needs.