

Holder School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Holder School
Street	9550 Holder St.
City, State, Zip	Buena Park, Ca 90620-4209
Phone Number	714-236-3840
Principal	Maria Garcia
Email Address	maria.garcia@savsd.org
School Website	www.savsd.org/school/holder
Grade Span	K-6
County-District-School (CDS) Code	30666966030472

2025-26 District Contact Information

District Name	Savanna Elementary School District
Phone Number	714-236-3800
Superintendent	Dr. Sue Johnson
Email Address	superintendent@savsd.org
District Website	https://www.savsd.org

2025-26 School Description and Mission Statement

Holder School is a Transitional Kindergarten through 6th grade school. We also offer a BRIGHT Learners Preschool program and one SDC preschool class for the Savanna School District. Approximately 446 students attend Holder School and they represent a diverse population. Approximately 56% of the students are Hispanic, 8% Caucasian, 12% Asian, 4% Filipino, 6% African American, and 14% Multi-Ethnic (Non-Hispanic). Approximately 28% of the students are English Language Learners. The staff is composed of 17 general education classroom teachers, a special education resource teacher, one full-time preschool Special Day Class teacher (Autism Focus) two full-time Special Day Class teacher for grades TK/K (Autism Focus), two full-time Special Day Class teacher for grades 1st/3rd (Autism Focus), one-full time for grades 4th-6th (Autism Focus) three speech therapists, one full time psychologist, one part-time psychologist, one psychologist intern, one school counselor, one part-time school counselor, and a nurse. Nearly 80% of the students had qualified to participate in the Free/Reduced Lunch Program prior to the change in the Free Lunch Program. Support services at the school include clerical, custodial, maintenance, and general and special education classroom instructional assistants.

Going beyond the classroom, in typical years, Holder offers a variety of programs to help students be successful. With the strong partnership of the City of Stanton, Buena Park and Anaheim as well as the North Orange County Task Force (NOC), Holder students and families have access to counseling, housing assistance/resources, childcare assistance (WINGS), and participation in the High School Bigs program, which provides mentors for students who need additional support. All Holder students participate in the Meet the Masters Art Program, which is one of the most comprehensive and fun art history, theory, and technique programs available. To challenge the high-achieving fourth through sixth grade students at Holder School there is a G.A.T.E. program (Gifted and Talented Education) as well as an opportunity to participate in the Music Masters Strings Program. All learners are offered opportunities, during the school day, to develop their love for theatre, dance, and choir through our Visual Arts and Performing Arts (VAPA) program. Community partnerships with the Philharmonic Society, Boys and Girls Club, Cypress Community College, Team Kids, Cypress Police Department (P.A.C.E Program) and the Tiger Woods Learning Center provide additional enrichment opportunities for Holder students.

Holder School's Mission Statement: It is the mission of Holder School, through a partnership with parents and community, to ensure every child masters their grade level standards-based curriculum in a nurturing and safe environment. At Holder School students are encouraged, supported, and guided to be successful life-long learners, prepared to accept responsibilities and challenges today and in the future. Our caring and supportive staff continue to maintain a safe and nurturing environment so

2025-26 School Description and Mission Statement

that all students can be successful. Our PBIS Mantra includes being Honorable, Accountable, Welcoming, Kind, and Scholarly - this encapsulates what we expect from all of our Holder Hawks and staff!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	55
Grade 2	60
Grade 3	60
Grade 4	71
Grade 5	60
Grade 6	60
Total Enrollment	445

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.2
Asian	13.5
Black or African American	6.1
Filipino	5.8
Hispanic or Latino	56.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	5.8
White	8.3
English Learners	27.9
Foster Youth	0.2
Homeless	10.1
Socioeconomically Disadvantaged	80.4
Students with Disabilities	19.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27	100	94	95.92	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	1.02	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11953.1	4.28
Unknown/Incomplete/NA	0	0	3	3.06	15831.9	5.67
Total Teaching Positions	27	100	98	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24	100	91	96.81	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	1.06	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	0	0	2	2.13	14303.8	5.15
Total Teaching Positions	24	100	94	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	95.83	86	93.48	230039.4	100
Intern Credential Holders Properly Assigned	1	4.17	1	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	1.09	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	4	4.35	13705.8	4.91
Total Teaching Positions	24	100	92	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Savanna School District has implemented several core curricula aligned with state standards. The Houghton Mifflin Go Math Series, adopted in 2016, serves as the mathematics curriculum for K-6 students. In 2017-18, the district adopted Benchmark Advance for English Language Arts and English Language Development, which is used in all K-6 classrooms. Both of these programs align with the Common Core State Standards. In the 2022-23 school year, the district adopted the Amplify Science program, which adheres to the Next Generation Science Standards. More recently, in the spring of 2025, the district adopted McGraw Hill's IMPACT California Social Studies program, which was rolled out to all school sites in the 2025-2026 school year. For Health, the district utilizes a variety of materials and strategies to support a well-rounded education. Also implemented in the 2025-2026 school year, the district introduced TOSAs who teach visual and performing arts classes to all students, including choir, dance, and theatre arts. Students participate in nine-week rotations that provide grade-level lessons across all three areas of the aforementioned arts.

Year and month in which the data were collected

October, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Benchmark Advance Year: 2017	0
Mathematics	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Houghton Mifflin ~ Go Math Year: 2016	0
Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: Amplify Science. Year: 2022	0
History-Social Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles. Publisher: McGraw Hill ~ IMPACT California Year: 2025	0
Foreign Language	N/A	N/A
Health	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.	0
Visual and Performing Arts	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. Additionally, every school site receives direct support from VAPA T.O.S.A.s who provide consistent, standards based instruction in choir, dance, and theatre arts across all grade levels.	0

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

School Facility Conditions and Planned Improvements

The staff of Holder School is dedicated to maintaining a clean and safe learning environment for students. Regular assessments ensure the school's facilities meet high standards: the principal conducts monthly evaluations of aesthetic and safety conditions, while the District's Director of Maintenance, Operations, and Transportation performs thorough quarterly inspections. Daily, custodians routinely inspect all exterior and interior areas. As per SB550, all facilities are in good repair. Significant modernization projects, funded by the Measure G passed in June 2012, were completed in 2013-14. These improvements transformed the campus, creating a new Outdoor Learning Center as the 'heart' of the school where student success is celebrated. Playgrounds received 'extreme makeovers' with age-appropriate equipment promoting physical fitness, motor skills, balance, and upper-body strength. Safety was prioritized with poured-in-place rubber surfacing, designed for high safety levels and low maintenance. Classrooms and office spaces were enhanced with new furniture, upgraded wall systems, energy-efficient dual-pane windows, HVAC units, plumbing, electrical systems, and roofing. The school implemented energy management systems for HVAC, lighting, security cameras, classroom projectors, and irrigation, ensuring efficient operation. Student restrooms were remodeled with new plumbing, energy-efficient fixtures, and durable terrazzo flooring. Security enhancements include perimeter fencing, campus-wide security cameras, paging systems, emergency notification systems, enhanced fire alarms, and increased after-hours lighting. Preschool and childcare programs were strategically relocated for better parent access outside of office hours. These comprehensive improvements have created a modern, safe, and energy-efficient learning environment at Holder School.

Holder School has consistently enhanced its facilities to maintain the district's high standards of quality education. In fall 2015, the school introduced its first Technology Learning Center, equipped with 30 computers, a teaching station, and flat-screen monitors. This was followed by a second center in summer 2016, featuring 32 additional computers with flat-screen monitors. The school's commitment to technology integration is further evidenced by the four desktop computers in each classroom. During fall 2021, each classroom received a technology cart with a class set of iPads, enhancing mobile learning capabilities for students. The school's infrastructure continued to evolve in 2022. January saw the completion of a new outdoor lunch shelter, improving student spacing during meal times. By spring, the a dedicated STEM Center was fully operational, further enriching the school's educational resources. Most recently, in 2023, Holder School transitioned to running a District-operated preschool on-site, expanding its educational offerings to younger learners. These ongoing improvements reflect the school's dedication to providing a modern, technology-rich learning environment while adapting to the changing needs of its student population.

Year and month of the most recent FIT report

July, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	52	52	47	49	47	48
Mathematics (grades 3-8 and 11)	52	49	44	45	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	244	98.39	1.61	52.46
Female	128	125	97.66	2.34	52.00
Male	120	119	99.17	0.83	52.94
American Indian or Alaska Native	0	0	0	0	0
Asian	29	28	96.55	3.45	71.43
Black or African American	17	16	94.12	5.88	50.00
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	138	137	99.28	0.72	47.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	57.14
White	16	15	93.75	6.25	33.33
English Learners	59	58	98.31	1.69	27.59
Foster Youth	0	0	0	0	0
Homeless	24	23	95.83	4.17	43.48
Military	35	34	97.14	2.86	41.18
Socioeconomically Disadvantaged	202	199	98.51	1.49	49.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	20.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	245	98.79	1.21	48.57
Female	128	126	98.44	1.56	43.65
Male	120	119	99.17	0.83	53.78
American Indian or Alaska Native	0	0	0	0	0
Asian	29	29	100.00	0.00	75.86
Black or African American	17	16	94.12	5.88	43.75
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	138	137	99.28	0.72	40.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	53.57
White	16	15	93.75	6.25	40.00
English Learners	59	59	100.00	0.00	27.12
Foster Youth	0	0	0	0	0
Homeless	24	23	95.83	4.17	39.13
Military	35	34	97.14	2.86	35.29
Socioeconomically Disadvantaged	202	199	98.51	1.49	43.72
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	20.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	23.64	31.58	29.44	34.32	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	60	100.00	0.00	30.00
Female	27	27	100.00	0.00	33.33
Male	33	33	100.00	0.00	27.27
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00	0.00	24.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	13	13	100.00	0.00	23.08
Socioeconomically Disadvantaged	48	48	100.00	0.00	29.17
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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100%	100%	100%	100%	97%

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.

2025-26 Opportunities for Parental Involvement

When parents partner with the school in their children's education, everyone benefits. Research consistently shows that active parent involvement leads to higher student achievement, better attendance, lower dropout rates, and reduced delinquency. Families truly play a powerful role in supporting student success. Parents can get involved in many meaningful 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 ELAC (English Learner Advisory Committee) consists of parents, one teacher and the principal. The PTA (Parent Teacher Association) is also an integral part of the school's support system which parents are encouraged to join. In typical years, parents work as volunteers, help raise funds for various school activities and also act as a school-parent communication resource. All parents are kept informed of meetings and events with our automated phone/email messaging system, our District/School Website, the school marquee, and the hard copy fliers we send home. Opportunities for parental involvement include, but are not limited to, Back to School Night, Awards Assemblies, Parent/Teacher Conferences, Classroom and field trip volunteers, Fun Run and Field day volunteers and Flag Ceremony Performances, Open House, etc. Please contact the school office at 714-236-3840 for additional information or a list of volunteer opportunities.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	463	454	77	17.0
Female	215	211	36	17.1
Male	248	243	41	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	61	61	2	3.3
Black or African American	27	27	5	18.5
Filipino	27	26	2	7.7
Hispanic or Latino	263	259	52	20.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	27	4	14.8
White	41	37	8	21.6
English Learners	129	126	13	10.3
Foster Youth	--	--	--	--
Homeless	48	47	5	10.6
Socioeconomically Disadvantaged	378	369	72	19.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	96	30	31.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.65	0.64	0.86	0.99	0.6	1.05	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.86	0.00
Female	0.93	0.00
Male	0.81	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.70	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.41	0.00
White	0.00	0.00
English Learners	0.78	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

For the 2025–2026 school year, the school transitioned from an individual Comprehensive School Safety Plan to a District Wide Comprehensive School Safety Plan, consistent with California Education Code requirements for districts with an average daily attendance of 2,500 or fewer students.

The District Wide Comprehensive School Safety Plan is reviewed and updated annually. The District Safety Committee will meet in late January 2026 to review and update the plan. The safety plan will then be submitted to the Governing Board on February 10, 2026 for consideration and approval, in accordance with California Education Code requirements.

The plan outlines procedures to support a safe and secure learning environment, including emergency preparedness and response, campus supervision and access control, threat assessment and reporting, coordination with local law enforcement and emergency services, and practices related to school climate and student safety. Staff review the plan annually to ensure awareness and consistent implementation.

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.
- ParentSquare 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.

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	20	3	1	0
1	25	0	2	0
2	21	1	2	0
3	20	2	1	0
4	26	0	2	0
5	21	1	2	0
6	20	3	0	0
Other	8	3	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	1	2	0
1	20	3	0	0
2	28	0	2	0
3	31	0	2	0
4	30	0	2	0
5	27	0	2	0
6	21	1	2	0
Other	9	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	4		
1	23		2	
2	30		2	
3	28		2	
4	28		2	
5	24		2	
6	30		2	
Other	12	4		

2024-25 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	453

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$19,749	\$8,765	\$10,984	\$89,235
District	N/A	N/A	\$11,039	\$103,835
Percent Difference - School Site and District	N/A	N/A	-0.5	-9.2
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	2.0	-5.3

Fiscal Year 2024-25 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.

Students identified with disabilities receive appropriate support and services in the least restrictive environment. Supports include small group pull-out and/or push-in services provided by education specialists and support staff.

English learners receive targeted support based on need and language ability. Teachers provide integrated and designated English language development during the school day.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$56,477	\$61,516
Mid-Range Teacher Salary	\$94,269	\$95,479
Highest Teacher Salary	\$128,330	\$125,208
Average Principal Salary (Elementary)	\$149,517	\$152,668
Average Principal Salary (Middle)		\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$263,972	\$242,781
Percent of Budget for Teacher Salaries	28.72%	29.76%
Percent of Budget for Administrative Salaries	5.18%	5.74%

Professional Development

Our comprehensive professional development program emphasizes two key areas: data-driven instruction and differentiated learning aligned with Common Core State Standards across all subject areas. Throughout the year, staff members engage in extensive training covering a wide array of pedagogical approaches and educational tools to enhance student learning outcomes.

The professional development curriculum includes in-depth training on essential areas such as Explicit Direct Instruction (EDI), differentiated instruction techniques, and targeted intervention strategies. Teachers have also received training in a wide-range of programs including Thinking Maps, Write from the Beginning, Project GLAD, STEM education and technology integration. The implementation of core programs like GoMath, Benchmark Advance ELA Series, Amplify Science, IMPACT California Social Studies and iReady has been supported through dedicated training sessions, ensuring thorough understanding and effective classroom application.

To support data-informed decision making, teachers have received comprehensive training on the Illuminate Data System and iReady data analysis tools. This enables them to track student progress effectively and adjust their instructional approaches based on concrete performance metrics. Faculty members have also had opportunities to participate in specialized curricular task forces focusing on critical areas including English Language Development/English Language Arts, History/Social Studies, Mathematics, STEM, Social-Emotional Learning (SEL), Science, and Health & Wellness. These task forces allow teachers to contribute to curriculum development and share best practices within their areas of expertise.

Professional development is delivered through a flexible, multi-modal approach that accommodates different learning styles and scheduling needs. This includes full-day and half-day workshops, grade-level team collaboration sessions, regular staff meetings, individualized coaching, and demonstration lessons. Special attention is given to supporting new teachers through a robust mentorship program and targeted workshops addressing their specific developmental needs. This comprehensive support system ensures that both new and experienced teachers continue to grow professionally and stay current with the latest educational practices and standards.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3