Twila Reid School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Twila Reid School
Street	720 South Western Avenue
City, State, Zip	Anaheim, CA 92804-3831
Phone Number	714-236-3845
Principal	Maria Garcia
Email Address	maria.garcia@savsd.org
School Website	https://savsd.org/school/reid
Grade Span	K-6
County-District-School (CDS) Code	30666966030506

2024-25 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

2024-25 School Description and Mission Statement

Twila Reid School is a Transitional Kindergarten through 6th grade school. In addition we also offer a BRIGHT Learners Pre-school Program and one Preschool SDC class. Twila Reid's population of 499 students represents a diverse population. Approximately 33% of students at Twila Reid are English Language Learners. The large majority of these students are Spanish speaking. About 88% 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 24 general education classroom teachers, a special education resource teacher, two Title 1 resource teachers, two counselors, one speech therapist, a psychologist, a psychologist intern, and one Licensed Vocational Nurse.

2024-25 School Description and Mission Statement

Support services at the school include clerical, custodial, tech intern, maintenance and special education classroom instructional assistants. Our teachers create a system of small group instruction tailored to meet the needs of our students. Each grade level works as a collaborative team with the Resource Specialist and a Title 1 teachers to provide instruction for students in need of intensive academic need.

Going beyond the classroom, Twila Reid offers a variety of programs to help students achieve success. We continue a strong partnership with the Anaheim Police Department to ensure we have updated and efficient safety processes and procedures. Twila Reid has supported students and parents with resources such as counseling, parenting classes, school shopping, and housing support. Savanna School District also offers students enrichment and additional practice of skills in frequent Saturday Academies throughout the year. The High School "Bigs" program provides mentors for students who need additional support via once a week meetings. The Orange County Sheriff's Department also brings a six-week program to our sixth graders once a week called Above the Influence Program that covers drug prevention. Twila Reid families also have the opportunity to participate in a variety of community programs to help support them: Boys and Girls Club, Phoenix House, 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 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 counselors devoted to Social Emotional counseling and Title 1 presence overseeing organized games on campus. We provide instruction proactively to help students work together cooperatively as a community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	57
Grade 2	56
Grade 3	70
Grade 4	70
Grade 5	82
Grade 6	61
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	475

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.8
Male	47.2
Non-Binary	0
American Indian or Alaska Native	0
Asian	13.1
Black or African American	4.2
Filipino	3.8
Hispanic or Latino	64.4
Native Hawaiian or Pacific Islander	2.3
Two or More Races	2.1
White	6.5
English Learners	32.4
Foster Youth	0.2
Homeless	13.1
Migrant	0
Socioeconomically Disadvantaged	88.2
Students with Disabilities	6.9

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.00	100.00	84.00	93.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	1.11	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	5.00	5.56	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	100.00	94.00	95.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	1.02	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	3.00	3.06	15831.90	5.67
Total Teaching Positions	25.50	100.00	98.00	100.00	279044.80	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.

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)	27.00	100.00	91.00	96.81	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	1.06	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.00	0.00	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	2.00	2.13	14303.80	5.15
Total Teaching Positions	27.00	100.00	94.00	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	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.

2024-25 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. More recently, in the 2022-23 school year, the district adopted the Amplify Science program, which adheres to the Next Generation Science Standards. For History-Social Science, the district currently uses materials from Harcourt School Publishers, adopted in 2007, but is piloting new materials and is expected to adopt new materials in the Spring of 2025. Health and Visual and Performing Arts instruction utilize various materials and strategies to support a well-rounded education.

Year and month in which the data were collected	October, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
Mathematics	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	0
History-Social Science	Per E.C. 3312(b)(6) textbooks are consistent with content and curriculum cycles.	Yes	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.	Yes	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.	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

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

School Facility Conditions and Planned Improvements

The staff of Reid School is committed to maintaining a clean and safe learning environment for students. Regular assessments ensure high standards are met: the principal conducts monthly evaluations of aesthetic and safety conditions, while the District's Director of Maintenance, Operations, and Transportation performs quarterly inspections. Daily, custodians routinely inspect all areas of the school. Modernization projects, funded by Measure N (2008) and Measure G (2012), have significantly enhanced the campus. A new Outdoor Learning Center serves as the 'heart' of the school, celebrating student success. Playgrounds received 'extreme makeovers' with age-appropriate equipment and safety-focused poured-in-place rubber surfacing. Classrooms and offices were upgraded with new furniture, wall systems, energy-efficient windows, HVAC units, plumbing, electrical systems, and roofing. The school implemented comprehensive energy management systems and enhanced security measures, including perimeter fencing, cameras, paging systems, and improved lighting. Student restrooms were remodeled with new plumbing, energy-efficient fixtures, and durable terrazzo flooring. Childcare programs were strategically relocated for better parent access outside office hours.

Reid School has consistently improved its technology infrastructure to support high-quality education. In fall 2015, the first Technology Learning Center was introduced, followed by a second in summer 2016, each equipped with 32 computers and flat-screen monitors. A STEM Center was added in summer 2018, featuring additional flat-screen monitors, whiteboard walls, and computers. The 2020-2021 school year saw the addition of a new lunch shelter to improve student spacing during outdoor meals. Each classroom is equipped with four desktop computers and a mobile cart containing a full class set of iPads. Most recently, in 2023, Twila Reid School transitioned to running a District-operated preschool on-site. These ongoing enhancements reflect the school's commitment to providing a modern, technology-rich learning environment while adapting to evolving educational needs.

Year and month of the most recent FIT report	July, 2024

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	41	48	47	46	47
Mathematics (grades 3-8 and 11)	37	37	42	44	34	35

2023-24 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	283	271	95.76	4.24	41.33
Female	145	139	95.86	4.14	40.29
Male	138	132	95.65	4.35	42.42
American Indian or Alaska Native	0	0	0	0	0
Asian	35	34	97.14	2.86	70.59
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	186	177	95.16	4.84	32.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	18	90.00	10.00	61.11
White	18	18	100.00	0.00	50.00
English Learners	68	56	82.35	17.65	17.86
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	39.13
Socioeconomically Disadvantaged	170	164	96.47	3.53	29.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	23	100.00	0.00	4.35

2023-24 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	283	281	99.29	0.71	36.65
Female	145	144	99.31	0.69	28.47
Male	138	137	99.28	0.72	45.26
American Indian or Alaska Native	0	0	0	0	0
Asian	35	35	100.00	0.00	68.57
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	186	184	98.92	1.08	27.17
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	40.00
White	18	18	100.00	0.00	55.56
English Learners	68	68	100.00	0.00	11.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	26.09
Socioeconomically Disadvantaged	170	168	98.82	1.18	27.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	13.64

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.43	28.21	39.73	29.44	30.29	30.73

2023-24 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	78	78	100.00	0.00	28.21
Female	39	39	100.00	0.00	20.51
Male	39	39	100.00	0.00	35.90
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	23.21
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	11.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	46	46	100.00	0.00	19.57
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.

2023-24 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 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%	98%	99%	100%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2024-25 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   book fairs, book bingo nights, Fall Festival, Winter Wonderland, and other fun events.

Parents are welcomed on campus as classroom volunteers, WATCHDOGS, and to school events such as award ceremonies, Read Across America, Phoenix House Parent nights, etc. All parents are kept informed of meetings and events with our Parent Square 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, attend 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.

2024-25 Opportunities for Parental Involvement

For parent volunteering opportunities please contact the school office at 714-236-3845.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	523	509	114	22.4
Female	275	270	65	24.1
Male	248	239	49	20.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	68	63	4	6.3
Black or African American	22	21	7	33.3
Filipino	18	18	2	11.1
Hispanic or Latino	341	334	86	25.7
Native Hawaiian or Pacific Islander	11	11	5	45.5
Two or More Races	--	--	--	--
White	36	35	3	8.6
English Learners	178	170	41	24.1
Foster Youth	--	--	--	--
Homeless	84	80	34	42.5
Socioeconomically Disadvantaged	459	448	106	23.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	51	49	19	38.8

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.88	0.85	0.19	1.02	0.99	0.6	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19	0.00
Female	0.00	0.00
Male	0.40	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.22	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.96	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.

2024-25 School Safety Plan

Reid School has a School Safety Plan which encompasses an Emergency Preparedness Plan. These 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

2024-25 School Safety Plan

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.
- Parent Square 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.

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	0	0
1	23	0	3	0
2	22	0	3	0
3	21	0	4	0
4	23	0	3	0
5	22	0	4	0
6	25	0	3	0
Other	0	0	0	0

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

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	20	2	1	0
1	25	2	0	1
2	19	3	0	0
3	23	0	3	0
4	23	0	3	0
5	45	0	1	2
6	20	2	1	0
Other	0	0	0	0

2023-24 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	296.88

2023-24 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)	1.6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$16,890	$6,507	$10,383	$98,754
District	N/A	N/A	$11,039	$97,815
Percent Difference - School Site and District	N/A	N/A	-6.1	1.0
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-3.7	4.8

Fiscal Year 2023-24 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$55,370	$57,839
Mid-Range Teacher Salary	$92,421	$90,040
Highest Teacher Salary	$125,814	$118,647
Average Principal Salary (Elementary)	$142,568	$144,639
Average Principal Salary (Middle)	$0	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$256,234	$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

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 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3