

Pueblo Vista Magnet School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Pueblo Vista Magnet School
Street	1600 Barbara Road
City, State, Zip	Napa, CA 94558
Phone Number	(707) 253-3491
Principal	Helen Rocca
Email Address	hrocca@nvusd.org
Website	https://pueblovista.nvusd.org
County-District-School (CDS) Code	28662666026918

Entity	Contact Information
District Name	Napa Valley Unified School District
Phone Number	(707) 253-3511
Superintendent	Dr. Rosanna Mucetti
Email Address	rmucetti@nvusd.org
Website	www.nvusd.org

School Description and Mission Statement (School Year 2019-20)

Description: Pueblo Vista Magnet School is a Dual Immersion/ Environmental Studies school that provides children in grades TK-5 with a rigorous and engaging program integrating environmental sciences with all areas of the curriculum in Spanish and in English. Assemblies, field trips, and hands-on projects provide experiences that connect students to their community and build a solid academic foundation. The school garden, culinary kitchen, science lab, library, and computer lab provide unique opportunities for student learning.

The students at Pueblo Vista Magnet School are served by 18 credentialed classroom teachers, science teacher, intervention teacher, and a part-time support staff that includes Special Education teachers (resource, speech/language, school psychologist), physical education K-3, instrumental teacher (4th-5th), credentialed nurse and nurse assistant, two instructional assistants, and a bilingual community liaison. We take pride in the partnerships we have formed with the Boys and Girls Club, Napa Library, Napa Valley Museum, Napa Waste and Recycling, Connolly Ranch, and other community organizations.

Mission Statement: With a passion for dual immersion and environmental stewardship, Pueblo Vista Magnet promotes high academic achievement through rich language instruction and integration of environmental sciences with a rigorous core curriculum. Students will leave Pueblo Vista bilingual, bicultural and bi-literate in both Spanish and English. Carefully designed inquiry-based units provide learning experiences that allow students to communicate, collaborate, and think critically about local and global issues. Teachers partner with parents and local community resources to connect learning to the natural world. As a result, Pueblo Vista students will develop an understanding of the interrelationships among science, the environment, languages, diverse cultures, and their world.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	98
Grade 1	69
Grade 2	71
Grade 3	57
Grade 4	67
Grade 5	45
Total Enrollment	407

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	75.2
White	22.1
Two or More Races	2
Socioeconomically Disadvantaged	53.3
English Learners	42
Students with Disabilities	9.1
Homeless	1.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	15	18	15	749
Without Full Credential	2	0	4	29
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Benchmark Education Company (TK-5) © 1997-2018 Benchmark Education Company / Adelante (TK-5) -© 1997-2018 ELD: Benchmark Education Company (TK-5) - © 1997-2018 A: All students	Yes	0%
Mathematics	Q: Good C: Bridges Math © 2018 Math Learning Center (TK-5) A: All students	Yes	0%
Science	Q: Good C: Harcourt Brace: Harcourt Science (K-5) - 2006 A: All students	Yes	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

In the summer of 2000 the entire original school underwent remodeling. 1.8 million dollars of work was completed on the interior of the classrooms, office, multi-use room and additional resource rooms. A new portable building was brought in to provide offices for Resource, ELD, Reading and the school psychologist. The entire campus was modernized allowing technology to be advanced to the 21st century throughout the school. The learning environment is much cleaner and brighter, allowing for a better learning environment. The library and computer lab were connected to develop a media center and the front office was expanded to allow for a more welcoming environment. Also located on our campus are the Boys and Girls Club of Napa after school program. Heating and air conditioning were updated in the summer of 2000. Through the efforts of parent clubs and community groups, our playgrounds were updated as well in the year 2000.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/18/17

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Repairs have been addressed and corrected.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	61	47	48	50	50
Mathematics (grades 3-8 and 11)	52	55	34	35	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	166	99.40	0.60	60.84
Male	87	86	98.85	1.15	52.33
Female	80	80	100.00	0.00	70.00
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	135	134	99.26	0.74	55.97
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	77.78
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	105	105	100.00	0.00	50.48
English Learners	89	89	100.00	0.00	48.31
Students with Disabilities	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services	21	21	100.00	0.00	47.62
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	167	166	99.40	0.60	55.42
Male	87	86	98.85	1.15	59.30
Female	80	80	100.00	0.00	51.25
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	135	134	99.26	0.74	50.00
Native Hawaiian or Pacific Islander					
White	27	27	100.00	0.00	77.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	105	105	100.00	0.00	47.62
English Learners	89	89	100.00	0.00	46.07
Students with Disabilities	21	21	100.00	0.00	23.81
Students Receiving Migrant Education Services	21	21	100.00	0.00	42.86
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.6	16.7	4.8

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to work in the classroom, participate in school committees, join the Pueblo Vista Magnet Parent Faculty Club, and assist in the classroom, library, garden or other areas on the school site. We offer classes for parents such as English and Spanish Classes. Monthly we invite parents to monthly meetings called Parent Link, these agendas are driven by parent interest. We also hold informational meetings such as coffee with the principal and quarterly ELAC and Title 1 meetings. Parent input and participation on the School Site Council, English Learners Advisory Committee, and other committees and school organizations are valued and appreciated by the school staff. The parent faculty club and school sponsor fundraisers along with school beautification and improvement projects which promote school spirit. For further information on parent involvement opportunities, please contact Helen Rocca, Principal at 707-253-3491.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.3	0.0	0.2	3.6	3.1	3.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Description: A school-wide focus on safety, health, and well-being has resulted in a campus that is safe from violence, drugs, and crime. Occasional graffiti occurs after hours or on weekends and is removed or repaired as quickly as possible. Grounds are maintained by a head custodian and a night custodian. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Our Comprehensive School Safety Plan (CSSP), modeled on the Incident Command System, addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, and Dress Code. Emergency equipment has been supplied for each classroom and for the school as a whole. Evacuation drills and fire drills are held monthly. During the first weeks of school, teachers and the principal explain policies about student safety, playground rules, classroom behavior, bullying, and harassment. Discipline follows the NVUSD "Standards for Student Behavior".

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		24		4		25		4	
1	19	3			23		3		23		3	
2	24		3		26		2		24		3	
3	22		2		25		3		29		2	
4	24		1		22	1	1		31		2	
5	22		2		28		1		26		2	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	4.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6.163	\$462	\$5,701	\$68,406
District	N/A	N/A	\$6,632	\$78,177
Percent Difference - School Site and District	N/A	N/A	-15.1	-13.1
State	N/A	N/A	\$11,101	\$82,465
Percent Difference - School Site and State	N/A	N/A	-22.2	-15.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,601	\$51,374
Mid-Range Teacher Salary	\$75,145	\$80,151
Highest Teacher Salary	\$97,792	\$100,143
Average Principal Salary (Elementary)	\$127,381	\$126,896

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$134,954	\$133,668
Average Principal Salary (High)	\$142,305	\$143,746
Superintendent Salary	\$258,343	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	2.5

Pueblo Vista is a magnet school from the 2 phase of magnet schools in NVUSD. Pueblo Vista is no longer federal funded but maintains the characteristics of a magnet school. The Magnet requires all magnet schools receive 30 hours of professional development in both systemic reforms and thematic implementation. The teachers will receive professional development around the school's goals; Professional Learning Communities, Common Core, Common Formative Assessments and creating Environmental Science units that focus on language standards and NGSS. Most professional development is done on Wednesdays during the contractual time. The leadership team has attended a conference for Professional Learning Communities with the DuFour's and future teams will attend as well. This will ensure collaboration with coherence and consistency throughout the school and leadership team. Teachers are supported with the implementation of professional development from both our internal and external coaches on the implementation of school-wide strategies, state-adopted materials, and thematic magnet units. Teachers use student writing and data from common formative assessments to reflect on best practices and modify instruction when needed.