

Phillips Magnet Elementary 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	Phillips Magnet Elementary School
Street	1210 Shetler Avenue
City, State, Zip	Napa, CA 94559
Phone Number	(707) 253-3481
Principal	Matt Manning
Email Address	mmanning@nvusd.org
Website	https://phillips.nvusd.org
County-District-School (CDS) Code	28662666026900

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)

By blending Leadership and STEAM (Science, Technology, Engineering, Art and Math) curriculum with project-based learning, students of Phillips Magnet School obtain an enriched and foundational experience needed to embrace their higher education. Our team of hard-working teachers inspires creativity and enthusiasm in our students, making the Phillips community a particularly special one to be a part of. At Phillips Magnet School, we nourish the growth of our students' leadership skills through project-based learning, after school clubs and activities and a supportive network of educators. The Phillips staff creates an environment that encourages a passion for leading. By incorporating an engineering-based curriculum, Phillips students develop an aptitude for logic and problem solving, as well as receive an early introduction to 21st-century skills. Technology and Engineering will play a significant role in our world's future, and we want Phillips students to be prepared. Children have a natural tendency toward creativity that we highlight at Phillips Magnet Elementary. By Engaging students in art design and creative activity, we exercise their imagination and reveal their natural talents. A focus on art-design helps students identify their interests at a young age that they can then develop all the way through their higher education.

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

Grade Level	Number of Students
Kindergarten	75
Grade 1	61
Grade 2	77
Grade 3	60
Grade 4	64
Grade 5	65
Total Enrollment	402

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	1
Filipino	0.7
Hispanic or Latino	89.8
White	7
Two or More Races	1.2
Socioeconomically Disadvantaged	82.3
English Learners	59.7
Students with Disabilities	13.9
Homeless	1

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	21	17	17	749
Without Full Credential	1	1	0	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 2018

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: Success For All/Benchmark Advance ELD: Benchmark A: All students	No	0%
Mathematics	Q: Good C: Bridges Mathematics 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)

Phillips Elementary School's facilities, constructed in 1953, consist of a main building housing the office, multiuse room, and nurse's office, four permanent classroom wings, thirteen modern portables classrooms, a family resource center, library and one computer lab. Heating and air-conditioning have been upgraded. The entire school is connected to the Internet through the NVUSD central technology network, as are the research computers in the school's library and computer lab.

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: 12/25/17

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repair needed and action taken or planned to correct interior concerns.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	Repair needed and action taken or planned to correct electrical concerns.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
Overall Rating	Fair	

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)	22	24	47	48	50	50
Mathematics (grades 3-8 and 11)	21	24	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	188	188	100.00	0.00	23.94
Male	104	104	100.00	0.00	23.08
Female	84	84	100.00	0.00	25.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	174	174	100.00	0.00	24.14
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	167	167	100.00	0.00	22.75
English Learners	145	145	100.00	0.00	20.69
Students with Disabilities	33	33	100.00	0.00	9.09
Students Receiving Migrant Education Services	26	26	100.00	0.00	19.23
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	188	188	100.00	0.00	23.94
Male	104	104	100.00	0.00	25.96
Female	84	84	100.00	0.00	21.43
Black or African American	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	174	174	100.00	0.00	23.56
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	167	167	100.00	0.00	22.16
English Learners	145	145	100.00	0.00	19.31
Students with Disabilities	33	33	100.00	0.00	15.15
Students Receiving Migrant Education Services	26	26	100.00	0.00	23.08
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	1.6		

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 educated about programs and their roles through participation in the School Site Council, Parent Faculty Club (PFC) and Parent University Classes. Parents are encouraged to volunteer by assisting in classrooms, supporting school-wide activities, through our parent education evenings, and on field trips. In addition to bilingual information packets that are sent home regularly, the school marquee carries event information 24 hours per day. Our school website provides information about events, our instructional programs, and links to contact staff. The Parent Faculty Club sponsors several events throughout the year including the fall and spring fundraisers, the Winter Festival and the Spring Carnival. We also have monthly free Family Movie Nights on campus to allow for social interaction and connecting to the community. The school also hosts English classes weekly for adults and provides after school intervention and childcare through the NCOE run Cool School program. Phillips has partnered with Queen of the Valley in continuing to offer on-site courses through the Napa Valley Parent University. Parents are invited to attend classes on such topics as health, leadership, volunteering at school, and being an informed parent who is able to navigate through the school system.

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	0.2	0.9	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)

A schoolwide focus on safety, health and well being has resulted in a campus that is safe for all students. Grounds are kept litter-free and supervised by a full-time custodian. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Phillips Comprehensive School Safety Plan (CSSP), addresses all components of SB187 including Student Discipline, Sexual Harassment, and Crisis Response Plan. The CSSP is reviewed annually by the Site Safety Committee. Emergency equipment has been supplied for each classroom, including individual walkie-talkies, classroom telephones, as well as schoolwide safety/emergency bags. Evacuation drills, as well as those for a variety of other emergency situations, are held monthly. During the first weeks of school, teachers and the administration explain policies about student safety, the uniform dress code, playground rules, classroom behavior, bullying, and harassment. A comprehensive BEST system is used to reinforce positive behavior, explain behavior expectations, and work to make students responsible citizens both on and off-campus. Positive conflict resolution is enforced through Getting Along Together lessons taught weekly in classrooms. This active focus on positive behavior has shown a decrease in the number of school suspensions and has helped to increase student safety. Many of the staff are certified for first aid by the Red Cross.

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		5		23		4		22	1	3	
1	24		2		23		3		24		2	
2	24		3		23		3		26		3	
3	24		3		21		3		20	2	1	
4	25		3		30		2		32		2	
5	28		3		27		3		33		1	1
6	31		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	
Resource Specialist (non-teaching)	2.0
Other	6.0

*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	\$8,024	\$1,098	\$6,927	\$72,755
District	N/A	N/A	\$6,632	\$78,177
Percent Difference - School Site and District	N/A	N/A	4.4	-6.9
State	N/A	N/A	\$11,101	\$82,466
Percent Difference - School Site and State	N/A	N/A	-2.8	-9.1

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)

Economic Impact Aid/Limited English Proficient (EIA/LEP), Resource (RSP), Speech and Language, Gifted and Talented Education (GATE), and Title 1.

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
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

The primary areas of focus for professional development are Magnet theme-related topics, Rigorous PBL and Visible Learning strategies, ELL/ELD Framework, SFA , Benchmark, Bridges, and assessment tools available to guide instruction. All professional development is based on ensuring teachers are well prepared to meet the needs of a broad spectrum of learners including, English Language Learners, GATE students and students with special needs. The following student achievement data is used to make decisions about professional development needs: CAASPP, SRI, SMI, DIBELS, curriculum embedded assessments and CELDT. The majority of professional development is delivered on Wednesday afternoons from 1:15-3:00 when all staff members come together for professional learning and collaborative work. There are additional opportunities for professional development outside of the contract day. In addition to the Principal and Assistant Principal, a full-time academic specialist supports teacher implementation of professional learning. An SFA coach is on site to provide coaching and professional development to staff throughout the year. A Bridges Mathematics coach also provides professional development and ongoing coaching four times per year.