Phillips Magnet Elementary School

2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

LEADERSHIP | ENGINEERING | ART DESIGN

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.

2023-24 School Contact Information

School Name	Phillips Magnet Elementary School
Street	1210 Shetler Avenue
City, State, Zip	Napa
Phone Number	17072533481
Principal	Julie Jones
Email Address	julie_jones@nvusd.org
School Website	https://pcs-nvusd-ca.schoolloop.com/
County-District-School (CDS) Code	28662666026900

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	65
Grade 2	71
Grade 3	54
Grade 4	57
Grade 5	62
Total Enrollment	381

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47%
Male	53%
Asian	0.8%
Filipino	0.5%
Hispanic or Latino	91.6%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	1%
White	5.8%
English Learners	58.8%
Homeless	2.1%
Migrant	3.9%
Socioeconomically Disadvantaged	86.9%
Students with Disabilities	12.9%

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)	19.30	100.00	661.40	87.82	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.40	0.59	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	30.20	4.02	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.40	2.98	12115.80	4.41
Unknown	0.00	0.00	34.50	4.59	18854.30	6.86
Total Teaching Positions	19.30	100.00	753.20	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)	18.30	100.00	647.70	88.56	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.50	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.40	1.84	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	22.50	3.08	11953.10	4.28
Unknown	0.00	0.00	42.00	5.75	15831.90	5.67
Total Teaching Positions	18.30	100.00	731.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	September 2022

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: Discovery Science (K-5) 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%
Foreign Language		No	0%
Health		No	0%
Visual and Performing Arts		No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

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, and library. Heating and air-conditioning have been upgraded. The entire school is connected to the Internet through the NVUSD central technology network.

Year and month of the most recent FIT report	9/2023

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	25	25	43	42	47	46
Mathematics (grades 3-8 and 11)	16	19	27	27	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	178	168	94.38	5.62	25.00
Female	84	79	94.05	5.95	25.32
Male	94	89	94.68	5.32	24.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	157	147	93.63	6.37	21.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	46.15
English Learners	97	87	89.69	10.31	9.20
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	18.52
Socioeconomically Disadvantaged	157	148	94.27	5.73	21.62
Students Receiving Migrant Education Services	12	8	66.67	33.33	--
Students with Disabilities	24	24	100.00	0.00	12.50

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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

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	178	177	99.44	0.56	18.64
Female	84	83	98.81	1.19	15.66
Male	94	94	100.00	0.00	21.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	157	156	99.36	0.64	17.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	23.08
English Learners	97	96	98.97	1.03	7.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	18.52
Socioeconomically Disadvantaged	157	156	99.36	0.64	16.03
Students Receiving Migrant Education Services	12	12	100.00	0.00	16.67
Students with Disabilities	24	24	100.00	0.00	4.17

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	14.71	9.84	24.20	25.38	29.47	30.29

2022-23 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	62	61	98.39	1.61	9.84
Female	27	26	96.30	3.70	7.69
Male	35	35	100.00	0.00	11.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	54	53	98.15	1.85	7.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	32	96.97	3.03	3.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	55	54	98.18	1.82	7.41
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required 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%	100%

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.

2023-24 Opportunities for Parental Involvement

Phillips Magnet school is a Community School. Parents are educated about programs and their roles through participation in the School Site Council, English Learner Parent Advisory Committee, 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 that is shared regularly through the ParentSquare portal, 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. Our school sponsors several events throughout the year including fundraisers, the Celebration of Learning in the Spring and Phillips Family Fun Night in May. We also have weekly Cafecitos to allow for social interaction and connecting to the community. The school also provides a variety of supports for our families through our Family Resource Center 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	399	132	33.1
Female	197	190	62	32.6
Male	214	209	70	33.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	6	4	1	25.0
Hispanic or Latino	373	364	122	33.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	4	4	1	25.0
White	24	23	8	34.8
English Learners	239	235	63	26.8
Foster Youth	1	0	0	0.0
Homeless	16	15	7	46.7
Socioeconomically Disadvantaged	355	347	120	34.6
Students Receiving Migrant Education Services	24	24	7	29.2
Students with Disabilities	64	63	21	33.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.53	2.19	0.07	3.67	3.96	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.13	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.19	0
Female	0.51	0
Male	3.74	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.41	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.84	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.25	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.13	0

2023-24 School Safety Plan

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 School Site Council and was approved this year on October 19th. It was sent to the NVUSD School Board for approval on December 14, 2023. Emergency equipment has been supplied for each classroom, including classroom telephones, as well as school-wide 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 as well as the Toolbox Tools which teach students coping skills to build resilience, self-mastery and empathy for others. 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

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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		3	
1	23		2	
2	25		2	
3	24		2	
4	31		2	
5	46		1	1
Other	25		3	

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	23		3	
1	24		3	
2	26		2	
3	24		2	
4	30		1	
5	32		2	
Other	26		3	

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	0	3	0
1	22	0	3	0
2	26	0	2	0
3	24	0	2	0
4	29	0	2	0
5	31	0	2	0
6	0	0	0	0
Other	25	0	1	0

2022-23 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	762

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.5
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$9,000	$1,074	$7,925	$99,019
District	N/A	N/A	$6,297	$91,425
Percent Difference - School Site and District	N/A	N/A	22.9	12.1
State	N/A	N/A	$7,607	$90,632
Percent Difference - School Site and State	N/A	N/A	1.7	11.4

Fiscal Year 2022-23 Types of Services Funded

Phillips offers programs to our students including, but not limited to Special Education, Speech and Language, English Language Development, as well as ALPS for our advanced learners. Phillips is a Title 1 school.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$59,046	$55,550
Mid-Range Teacher Salary	$82,778	$84,645
Highest Teacher Salary	$107,725	$111,284
Average Principal Salary (Elementary)	$139,347	$139,860
Average Principal Salary (Middle)	$149,130	$146,440
Average Principal Salary (High)	$157,455	$158,447
Superintendent Salary	$309,434	$278,268
Percent of Budget for Teacher Salaries	34.67%	32.21%
Percent of Budget for Administrative Salaries	5.13%	4.89%

Professional Development

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, ALPS students, and students with special needs. The following student achievement data is used to make decisions about professional development needs: CAASPP, STAR Early Literacy, STAR Reading, STAR Math, ESGI, Key Phonics, curriculum embedded assessments and ELPAC. The majority of professional development is delivered on Wednesday afternoons from 1:45-4:10 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, a full-time academic specialist supports teacher implementation of professional learning, as well as a Community Schools Administrator. An SFA coach provides coaching and professional development to staff throughout the year.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	