Phillips Magnet Elementary School

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

2025-26 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/
Grade Span	
County-District-School (CDS) Code	28662666026900

2025-26 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

2025-26 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	50
Grade 2	50
Grade 3	65
Grade 4	73
Grade 5	54
Total Enrollment	373

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9
Male	53.1
Asian	0.8
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	91.7
Two or More Races	1.3
White	4.6
English Learners	55.5
Homeless	10.5
Migrant	5.4
Socioeconomically Disadvantaged	88.5
Students with Disabilities	20.1

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.

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)	18.3	100	647.7	88.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.5	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	13.4	1.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	22.5	3.08	11953.1	4.28
Unknown/Incomplete/NA	0	0	42	5.75	15831.9	5.67
Total Teaching Positions	18.3	100	731.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.8	100	618.9	87.87	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6	0.86	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	30	4.27	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	21.2	3.02	11746.9	4.23
Unknown/Incomplete/NA	0	0	28	3.98	14303.8	5.15
Total Teaching Positions	16.8	100	704.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.2	98.24	619.5	86.05	230039.4	100
Intern Credential Holders Properly Assigned	0	0	7.5	1.05	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	43.9	6.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.76	25.4	3.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	23.4	3.26	13705.8	4.91
Total Teaching Positions	16.5	100	719.9	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.2
Total Out-of-Field Teachers	0.00	0	0.2

Class Assignments

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

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

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

Phillips Magnet is a Success for All school using this curriculum for our reading program and whole school reform. We use Bridges in Mathematics for our math curriculum, Scott Foresman History-Social Science for California, and Discovery Education Science Techbook. In addition we support students with Imagine Learning English and Dreambox math as two of our online platforms. Multi-language learners receive designated English Language Development using Educeri.

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Q: Good C: Success For All/Benchmark Advance ELD: Benchmark A: All students	0%
Mathematics	Q: Good C: Bridges Mathematics A: All students	0%
Science	Q: Good C: Discovery Science (K-5) A: All students	0%
History-Social Science	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	0%
Foreign Language		0%
Health		0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)		0%

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

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. Some heating and air-conditioning units have been upgraded. The entire school is connected to the Internet through the NVUSD central technology network. New asphalt was laid on our playground in September 2024.

Year and month of the most recent FIT report	9/12/2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	23	22	40	44	47	48
Mathematics (grades 3-8 and 11)	18	22	28	29	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	185	94.87	5.13	21.62
Female	89	86	96.63	3.37	25.58
Male	106	99	93.40	6.60	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	182	172	94.51	5.49	19.19
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	106	97	91.51	8.49	7.22
Foster Youth	0	0	0	0	0
Homeless	19	13	68.42	31.58	7.69
Military	18	18	100.00	0.00	22.22
Socioeconomically Disadvantaged	175	166	94.86	5.14	20.48
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	10.71

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	193	98.97	1.03	21.76
Female	89	88	98.88	1.12	18.18
Male	106	105	99.06	0.94	24.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	182	180	98.90	1.10	20.56
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	106	105	99.06	0.94	11.43
Foster Youth	0	0	0	0	0
Homeless	19	19	100.00	0.00	15.79
Military	18	18	100.00	0.00	16.67
Socioeconomically Disadvantaged	175	174	99.43	0.57	20.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	10.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	6.45	8.47	23.7	24.5	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00	0.00	8.47
Female	25	25	100.00	0.00	4.00
Male	34	34	100.00	0.00	11.76
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	55	55	100.00	0.00	7.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	11	11	100.00	0.00	0.00
Socioeconomically Disadvantaged	52	52	100.00	0.00	7.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	12	12	100.00	0.00	8.33

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.31	96.61	96.61	100.00	96.61

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	401	390	66	16.9
Female	185	182	24	13.2
Male	216	208	42	20.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	363	354	58	16.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	19	19	3	15.8
English Learners	224	220	27	12.3
Foster Youth	--	--	--	--
Homeless	52	52	11	21.2
Socioeconomically Disadvantaged	356	347	60	17.3
Students Receiving Migrant Education Services	26	25	8	32.0
Students with Disabilities	87	85	16	18.8

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.19	4.2	2	3.96	4.05	3.9	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0.07	0.14	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.00	0.00
Female	1.08	0.00
Male	2.78	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	1.65	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	10.53	0.00
English Learners	1.34	0.00
Foster Youth	0.00	0.00
Homeless	3.85	0.00
Socioeconomically Disadvantaged	1.40	0.00
Students Receiving Migrant Education Services	3.85	0.00
Students with Disabilities	2.30	0.00

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

2025-26 School Safety Plan

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 17, 2025. It was sent to the NVUSD School Board for approval on December 12, 2025. Emergency equipment has been supplied for each classroom, including classroom telephones, as well as school-wide safety/emergency backpacks. 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.

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

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

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	25		2	
2	25		2	
3	26		2	
4	31		2	
5	27		2	
Other	26		1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.4
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,685	$697	$6,988	$103,148
District	N/A	N/A	$6,297	$104,358
Percent Difference - School Site and District	N/A	N/A	-10%	6.2
State	N/A	N/A	$11,146	$103,743
Percent Difference - School Site and State	N/A	N/A	-42.6	5.4

Fiscal Year 2024-25 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$68,233	$62,783
Mid-Range Teacher Salary	$95,658	$97,783
Highest Teacher Salary	$124,487	$128,020
Average Principal Salary (Elementary)	$159,954	$160,224
Average Principal Salary (Middle)	$168,226	$166,992
Average Principal Salary (High)	$176,731	$180,971
Superintendent Salary	$378,644	$313,465
Percent of Budget for Teacher Salaries	29.97%	30.05%
Percent of Budget for Administrative Salaries	5.07%	5%

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4.5	4.5	4.5