

# School Accountability Report Card Reported Using Data from the 2021–22 School Year

California Department of Education

## *For The Phillips Academy*

**Address:** 1910 Central Avenue  
**Principal:** Allan Chatman

**Phone:** 510 769-7100  
**Grade Span:** 6-12

### About This School

**Table 2: School Contact Information (School Year 2022–23)**

Entity	Contact Information
<b>The Phillips Academy- Dr. Esther Cohen, Interim Executive Director</b>	ecohen@thephillipsacademy.org
<b>Street</b>	1910 Central Avenue
<b>City, State, Zip</b>	Alameda, CA 94501
<b>Phone Number</b>	510 769-7100
<b>Principal : Allan Chatman</b>	achatman@thephillipsacademy.org
<b>Email Address</b>	[DPC]
<b>Website</b>	www.thephillipsacademy.org
<b>County-District-School (CDS) Code</b>	01611196979140

### **Table 3: School Description and Mission Statement (School Year 2022–23)**

**Mission:** The Phillips Academy’s mission is to provide a personalized educational experience for students with diverse and complex learning and emotional needs by emphasizing the development of both academic and social emotional skills and providing a safe space for students to learn.

**History:** The Phillips Academy (TPA) is a 6-12th grade state certified nonpublic school which has been working collaboratively with Bay Area public school districts to serve their more complex students for over 50 years. We received our 2nd six-year accreditation from the Western Association of Schools and Colleges in 2019. We are completing our 3-year mid-cycle review in March 2023.

TPA provides a high quality, personalized and nurturing educational environment. We embrace the core values of respect, integrity, cooperation, resilience, and humor. Our guiding principles include the following: • all students can learn • relationships foster learning • students have a voice • school, family, community partnerships contribute to student success • process and outcome data should drive instruction

**Students:** TPA is a non-public school serving up to 70 students who qualify for special education because of emotional disturbance, autism, specific learning disability, other health impairment and mild intellectual disability. Sixty-three percent of our students qualify under two conditions, indicating the complexity of their needs. Ninety-three percent receive Educationally Related Mental Health Services.

**Staffing:** TPA has 9 credentialed teachers. Six of them serve as case managers for students and are assigned to the one of the two middle school classrooms or one of four high school classrooms, one of which is a vocational class within which students are working for a certificate of completion. One of our credentialed teachers has administrative and supervisory responsibilities, one credentialed teacher provides reading intervention for students with significant decoding, fluency, and comprehension challenges, and one is teaching the majority of the math classes. We also have a Job Coach/Community Liaison, a School College & Career Counselor, two support staff, 9 teaching assistants or instructional aides, and 4.5 mental health providers. We contract with an NPA for speech and language services, occupational therapy, and assistive technology. Office and business staff include an office manager, an office assistant, a business manager and an IT/Facility manager. The Executive Director oversees both the academic and the clinical aspects of the program and is qualified to provide behavioral intervention services.

#### **Program Description**

**Middle School Program :** Students receive personalized instruction in reading and math and grade level curriculum in science and social studies, all of which is aligned with the Common Core Standards. Structured positive behavior support and direct instruction teaching lead to substantial progress in academic skills, self-regulation, and positive peer relationships. Upon completion, students may return to public school or continue in our high school program.

**High School Program:** In the High School Program, academic goals are balanced with socio-emotional goals so that the well-being of the whole student is considered. We offer both diploma track and certificate of completion options. Diploma track students meet school district graduation requirements, while students in the vocational program focus on developing vocational and independent living skills. All students receive career preparation and many work in the community under the supervision of a job coach. Graduates may attend community college, enter job training programs or the workforce, or continue their education in district-based programs for 18-22 years old.

**Services:** We fulfill our mission by offering the following services and programs for our students delivered by our highly qualified education and mental health specialists: • Personalized education plans • Specialized math intervention • Specialized reading intervention • Blended learning instructional model and differentiated instruction • Mental health services and behavioral supports • Speech and language services • Occupational therapy services • Assistive technology • Vocational and transition services including workability • Mindfulness meditation practice • Restorative justice practice combined with positive behavior supports • Development of self-regulation skills, problem solving skills coping skills, social skills, and executive functions • Extended school year summer program • Electives to include gardening, music, art, cooking, dance, drama, woodshop and digital photography, among others • Sports program featuring soccer, flag football, basketball, volleyball, and softball

**Student Outcomes:** The Phillips Academy prepares students for the future by providing the necessary learning opportunities so that they can achieve the following expected schoolwide learner outcomes: to become interpersonally effective, competent self-managers, critical thinkers, active community members and lifelong learners. By developing a positive attitude toward learning, strengthening self-esteem and acquiring essential academic and social skills, TPA students are well prepared to meet the challenges of the 21st century. We effectively prepare students for successful transitions to public school programs when appropriate, to post-secondary educational institutions and to vocational training programs upon completion of our program.

**Table 4: Student Enrollment by Grade Level (School Year 2021–22)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	[DPC]
<b>Grade 1</b>	[DPC]
<b>Grade 2</b>	[DPC]
<b>Grade 3</b>	[DPC]
<b>Grade 4</b>	[DPC]
<b>Grade 5</b>	[DPC]
<b>Grade 6</b>	2
<b>Grade 7</b>	2
<b>Grade 8</b>	6
<b>Grade 9</b>	8
<b>Grade 10</b>	11
<b>Grade 11</b>	11
<b>Grade 12</b>	17
<b>Total Enrollment</b>	57

**Table 5: Student Enrollment by Student Group (School Year 2021–22)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	22%
<b>Male</b>	75%
<b>Non-Binary</b>	3%
<b>American Indian or Alaska Native</b>	2%
<b>Asian</b>	12%
<b>Black or African American</b>	25%
<b>Filipino</b>	0%
<b>Hispanic or Latino</b>	13%
<b>Native Hawaiian or Pacific Islander</b>	
<b>Two or More Races</b>	13%
<b>White</b>	32%
<b>English Learners</b>	
<b>Foster Youth</b>	2%
<b>Homeless</b>	0%
<b>Migrant</b>	0%
<b>Socioeconomically Disadvantaged</b>	25%
<b>Students with Disabilities</b>	100%

## **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

**Table 6: Teacher Preparation and Placement (School Year 2020–21)**

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8	88%
<b>Intern Credential Holders Properly Assigned</b>	1	11%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	0
<b>Unknown</b>	]	
<b>Total Teaching Positions</b>	9	0

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.

**Table 7: Teacher Preparation and Placement (School Year 2021–22)**

<b>Authorization/ Assignment</b>	<b>School Number</b>	<b>School Percent</b>
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8	80%
<b>Intern Credential Holders Properly Assigned</b>	2	20%
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0	
<b>Unknown</b>	0	
<b>Total Teaching Positions</b>	0	

**Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)***Year and month in which the data were collected:* [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	3/2021		0
Mathematics	3/2020		0
Science	3/2020		0
History-Social Science	9/2019		0
Foreign Language			
Health	3/2019		0
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	3/2020		0

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

**Table 12: School Facility Conditions and Planned Improvements**

The Phillips Academy had some recent facility improvements. New bathrooms were constructed, a new elevator installed, and new ADA compliant hardware installed for all rooms. Carpets were replaced and all the downstairs classrooms and some office spaces were painted. A new courtyard was installed and the upstairs walkway was repainted. New furniture (desks and chairs) was also purchased to make learning spaces more comfortable for students.

**Table 13: School Facility Good Repair Status**

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** [DPL]

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

### Overall Facility Rate

**Table 14: Overall Rating**

Exemplary	Good	Fair	Poor
[DPL]	x	[DPL]	[DPL]

## 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.

**Students at The Phillips Academy take the statewide tests but we do not always receive the data and we do not have enough students to aggregate the data in a meaningful way.**



**Table 20: Career Technical Education Programs (School Year 2021–22)**

All high school students at The Phillips academy participate in a transition class that focuses on the life and employment skills that are needed post high school. Some students work in job placements under the supervision of a job coach for 1 to 2 hours per week to obtain work experience. Other skills are taught in electives such as technology classes and woodshop.

**Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

**Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

The curriculum at The Phillips Academy is not a-g approved and thus students are prepared to go to community college but not to 4 year colleges within the UC/CSU system.

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

**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

**Table 23: California Physical Fitness Test Results (School Year 2021–22)  
Percentage of Students Participating in each of the five Fitness Components**

Grade	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
5	[DPL]	[DPL]	[DPL]	[DPL]	[DPL]
7	--	--	--	--	--
9	--	--	--	--	--

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

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

**Table 24: Opportunities for Parental Involvement (School Year 2022–23)**

Families at The Phillips Academy have formed a Family Connection group that meets monthly to discuss issues and share resources. We have two parent representatives on our Board of Trustees. Parents are critical members of their students' IEP team. They receive regular communication from case managers and quarterly progress reports on IEP goals. The parents also participate in schoolwide events and celebrations.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism.

**Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2019– 20 20	School 2020– 21 21	School 2021– 22 22
Dropout Rate	0	0	1
Graduation Rate	100%	100%	95%

**Table 27: Chronic Absenteeism by Student Group  
(School Year 2021–22)**

The Phillips Academy has approximately 4 high school students that have been chronically absent over time. Some students may experience a period of absence due to a mental health crisis but will then return to regular attendance once the crisis has resolved or mental health has improved.

**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.

**Table 28: Suspensions and Expulsions for School Year 2019–20 Only**  
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
<b>Suspensions</b>	--	--	--
<b>Expulsions</b>	--	--	--

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

**Table 29: Suspensions and Expulsions**  
(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22
<b>Suspensions</b>	0	3
<b>Expulsions</b>	n/a	n/a

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

**Table 31: School Safety Plan (School Year 2022–23)**

The Phillips Academy has an Emergency Preparedness Plan that meets the requirements for school safety plans and is reviewed annually. Fire drills are conducted monthly and other safety drills are conducted annually. The Phillips Academy partners with Share 911, an emergency service in Alameda, from whom we receive trainings and notifications if there is a safety concern in the vicinity and whom we can contact if we are experiencing a safety issue.

## D. Other SARC Information

**Table 37: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8-10	7		
Mathematics	8-10	7		
Science	8-10	7		
Social Science	8-10	7		

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)**

Title	Ratio
Pupils to Academic Counselor*	30 to 1

\*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.

**Table 39: Student Support Services Staff (School Year 2021–22)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	4.5
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other: Dean of Students/Student Support and Activities Coordinattor	2

\*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.

**Table 41: Types of Services Funded (Fiscal Year 2021–22)**

The Phillips Academy is a school for students in special education with small class sizes and individualized instruction. In addition to specialized academic instruction, students receive educational therapy, speech therapy, occupational therapy, assistive technology services, and mental health services at the school site as indicated on their IEPs.

**Table 43: Advanced Placement (AP) Courses (School Year 2021–22)**

Percent of Students in AP Courses: [DPC]

Subject	Number of AP Courses Offered*
Computer Science	n/a
English	n/a
Fine and Performing Arts	n/a
Foreign Language	n/a
Mathematics	n/a
Science	n/a
Social Science	n/a
Total AP Courses Offered*	n/a

\*Where there are student course enrollments of at least one student.

**Table 44: Professional Development**

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	5 weeks/afternoons during ESY Wed afternoon for the duration of the school year	5 weeks/afternoons during ESY Wed afternoon for the duration of the school year	5 weeks/afternoons during ESY Wed afternoon for the duration of the school year