



[SARC Home](#) » The Phillips Academy

## 2019–2020 School Accountability Report Card

### About This School

[Translation Disclaimer](#)

#### Contact Information (School Year 2020–2021)

Select Language

Powered by [Google Translate](#)

##### District Contact Information (School Year 2020–2021)

**District Name** Alameda Unified

**Phone Number** (510) 337-7000

**Superintendent** Pasquale Scuderi

**Email Address** [pscuderi@alamedaunified.org](mailto:pscuderi@alamedaunified.org)

**Website** <http://www.alameda.k12.ca.us>

##### School Contact Information (School Year 2020–2021)

**School Name** The Phillips Academy

**Street** 1910 Central Ave.

**City, State, Zip** Alameda, Ca, 94501-2623

**Phone Number** 510-769-7100

**Principal** Ms. Nicole Barker

**Email Address** [nbarker@thephillipsacademy.org](mailto:nbarker@thephillipsacademy.org)

**Website** <http://www.thephillipsacademy.org>

**County-District-School  
(CDS) Code** 01611196979140

*Last updated: 3/4/2021*

#### School Description and Mission Statement (School Year 2020–2021)

##### Our Mission

The mission of The Phillips Academy is to provide a comprehensive, positive, educational program for youth with complex behavioral, social, emotional and educational needs. Through collaboration with our families and the referring school districts, The Phillips Academy strives to enhance

the quality of students' lives and enable them to reach their full potential in society. A positive attitude toward learning, a sense of self-competence, and essential academic and social-emotional skills are developed through personalized education plans. We are committed to preparing students for successful transitions to public school programs, to post-secondary educational institutions and to vocational training programs, upon completion of our program.

## THERAPEUTIC PROGRAM

**Mental Health Services:** Outpatient services, which include individual, group, and family therapy, are available for ERMHS (Educationally Related Mental Health Services) and MediCal eligible students. These services are provided through a contract between The Phillips Academy and Alameda County Mental Health or between The Phillips Academy and the school districts. The Academy has 4 full-time licensed mental health providers and one part-time to provide services to our students and their families and to work closely with our teachers to ensure that students are receiving a consistent and integrated service. Therapeutic modalities include cognitive behavior therapy, mindfulness, dialectical behavior therapy, art and music therapy.

**Support Staff:** The School Counselor, the Mental Health Specialist, and the Behavior Specialist all provide behavioral, social and emotional support to our students. The School Counselor develops positive relationships with students to prevent crisis situations, is responsible for handling crisis situations should they occur, and supports students as needed. The Mental Health Rehabilitation Specialist consults with staff, conducts peer conflict resolution meetings, checks in with students, and runs classroom groups to discuss school related issues. The Clinical Director in collaboration with the Dean of Students, the support staff and the teaching staff, conducts functional behavior assessments and develops Behavior Support and Positive Behavior Intervention Plans for students as needed, which the Behavior Specialist helps implement and evaluate. The support staff assists the classroom teachers in integrating new students and in training new staff. These supports allow us to be proactive, providing students with what they need, and prompting their use of coping strategies so that they may develop self-regulation skills.

**Student Socio-Emotional Development:** Middle school students progress through a classroom level system at their own pace, acquiring increasing levels of self-management and trust, as they make gains in exhibiting responsible behavior. High school students participate in community building restorative justice practices to develop their identity and sense of self, while also learning to become good citizens and community members. In addition, they recognize each other's accomplishments at the end of each day by posting a note indicating which of the expected school wide learner outcomes the students exhibited that day. The high school celebrates these achievements with a monthly event.

## THE MIDDLE SCHOOL PROGRAM

The Middle School Program provides a highly individualized and rich educational setting for youth with learning differences. Structured positive behavior support and direct instruction teaching lead to substantial progress in academic skills, social competence, and positive peer relationships. Reading and Math specialists provide targeted intervention services. Students receive coaching in executive function skills and self-regulation. In addition, students participate in music and art electives, student government, and sports.

**Curriculum:** Middle School students complete a course of study that closely resembles that offered in Alameda Unified School District middle schools for 6th, 7th and 8th grades. They complete 3 years of Reading Intervention or Grade Level English and Language Arts classes, 3 years of Math Intervention or Grade Level Math, 3 years of Science and Social Studies, P.E. and electives. Health is offered on a rotating basis during Science.

**Electives:** Students participate in electives, which meet twice weekly and change each semester. Elective choices include visual arts, ceramics, drama, recycled art, dance, computer science, yoga, social skills, gardening, cooking, American Sign Language, music appreciation and many others.

**Athletics:** Students rotate through different athletic activities during the course of the school year. Students may participate as members of The Phillips Academy team in the Bay Area NPS Sports League for basketball, flag football, softball, soccer and cheer. Practices are twice a week with games and tournaments on Fridays.

**Enrichment:** The Middle School Program offers a range of student activities, including Student Council, Spirit Week, Talent Show, service learning, and frequent field trips. We partner with the East Bay Parks and Recreation department offering trips year round for outdoor adventures. Our middle school teachers also promote the sciences and technology by taking students on field trips to the Chabot Space and Science Center, The Tech Museum, and The Exploratorium annually.

## THE HIGH SCHOOL PROGRAM

High School students are assessed to determine if they will be working toward a high school diploma or a certificate of completion. The IEP team makes this determination. Thus students may either follow an academic or a vocational curriculum.

**Academic Program:** The Phillips Academy high school course of study is based on California State Standards and corresponds to that of Alameda Unified School District, with exceptions to ensure that students meet the graduation requirements of their individual school districts. Upper level students are permitted to enroll in courses at the local community colleges to obtain additional credits in advanced classes and lab sciences. (Tutoring support is provided to assist students in these classes). The majority of our graduates pass the California High School Exit Exam in both English Language Arts and Math.

All high school students participate in career preparation and transition electives and many upperclassmen, under the guidance of our job coach, obtain work experience through district work-ability grants.

A transition counselor works closely with the high school students to assist them in selecting their course of study, assessing their long-term goals, and obtaining relevant experiences during their high school career. Upon graduation, students either attend community college, a vocational training program, or obtain employment.

**Vocational Program:** A functional academic and vocational program is provided for students seeking a Certificate of Completion. Students in this program complete academic classes in areas of strength and interest and/or complete functional math, reading, language arts, social skills, vocational skills, independent living and leisure skills, and work experience courses for 3-4 years. The sequence of classes is individualized based on the IEP goals of each student.

Subsequent to their completion of The Phillips Academy's high school program, most students continue their education in District-run transition programs until the age of 22.

**Electives:** Students participate in electives, which meet twice weekly and change each semester. Elective choices include visual arts, ceramics, drama, recycled art, dance, social skills, gardening, cooking, yearbook, music, hiking, and many more.

**Athletics:** Students rotate through different athletic activities during the course of the school year. Students may participate as members of The Phillips Academy team in the Bay Area NPS Sports League for basketball, flag football, softball, soccer and cheer. Practices are twice a week with games and tournaments on Fridays.

**Enrichment:** The High School Program offers a range of student activities, including Student Council, Spirit Week, Prom, service learning, and frequent field trips. Many of the field trips are related to students' career interests and provide students with additional information to guide them in their career choices.

*Last updated: 3/4/2021*

### Student Enrollment by Grade Level (School Year 2019–2020)

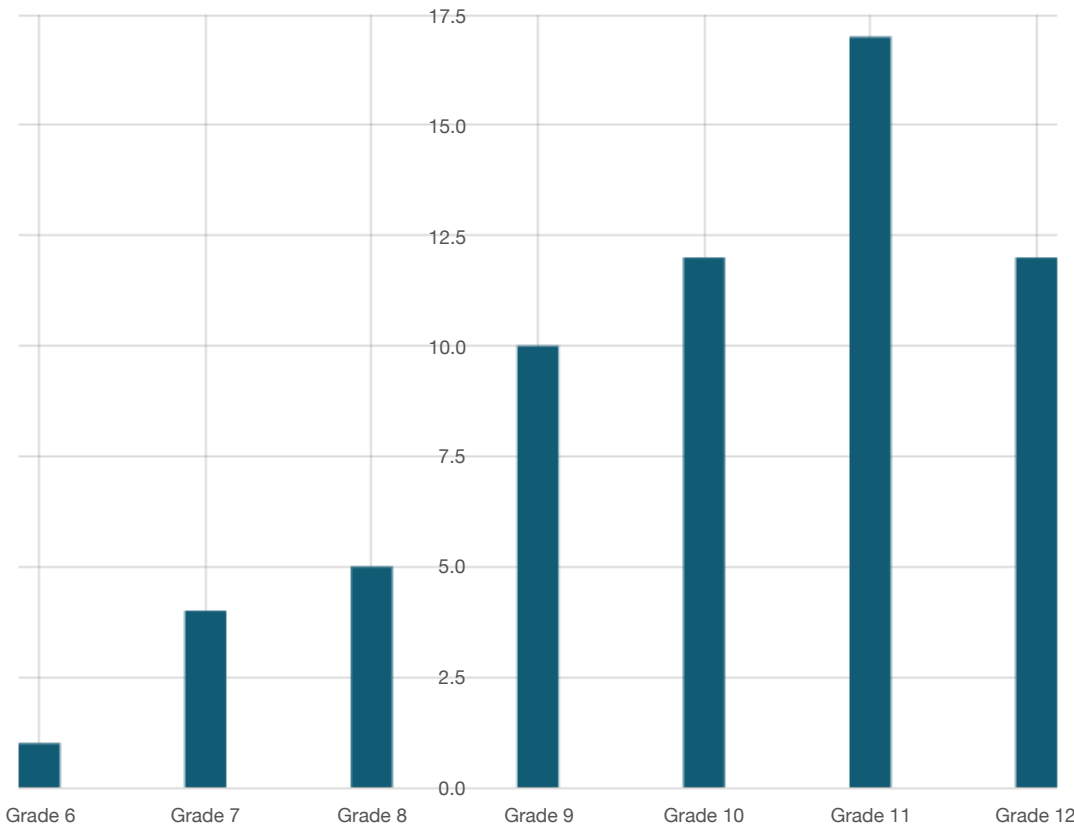
Grade Level	Number of Students
Grade 6	1
Grade 7	4
Grade 8	5
Grade 9	10
Grade 10	12
Grade 11	17

**Grade Level**

**Number of Students**

Grade 12 12

Total Enrollment 61



*Last updated: 3/4/2021*

**Student Enrollment by Student Group (School Year 2019–2020)**

**Student Group**

**Percent of Total Enrollment**

Black or African American	17.00 %
American Indian or Alaska Native	2.00 %
Asian	7.00 %
Filipino	%
Hispanic or Latino	12.00 %
Native Hawaiian or Pacific Islander	%
White	19.00 %
Two or More Races	4.00 %
<b>Student Group (Other)</b>	<b>Percent of Total Enrollment</b>
Socioeconomically Disadvantaged	%
English Learners	%

Student Group (Other)	Percent of Total Enrollment
Students with Disabilities	61.00 %
Foster Youth	%
Homeless	%

Questions: [SARC TEAM](#) | [sarc@cde.ca.gov](mailto:sarc@cde.ca.gov) | [916-319-0406](tel:916-319-0406)

California Department of Education  
1430 N Street  
Sacramento, CA 95814