

School Accountability Report Card Reported Using Data from the 2023–24 School Year

California Department of Education

For The Phillips Academy

Address: 1910 Central Avenue

Principal: Allan Chatman

Phone: 510 769-7100

Grade Span: 6th-12th

About This School

Table 2: School Contact Information (School Year 2024–25)

Entity	Contact Information
School Name	The Phillips Academy
Street	1910 Central Avenue
City, State, Zip	Alameda, CA 94501
Phone Number	510-769-7100
Principal	Allan Chatman
Email Address	achatman@thephillipsacademy.org
Website	www.thephillipsacademy.org
Grade Span	6 th -12 th
County-District-School (CDS) Code	Alameda

Table 3: School Description and Mission Statement (School Year 2024–25)

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 3rd six-year accreditation from the Western Association of Schools and Colleges in October, 2024. TPA provides a high quality, personalized and nurturing educational environment. We embrace the core values of respect, integrity, cooperation, resilience, diversity 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 75 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:

Staff: TPA has 9 credentialed teachers. Seven of them serve as case managers for students and are assigned to the one of the three middle school classrooms or one of four high school classrooms, one of which is a class within which students are either working for an alternative pathways to a diploma or 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 Transition Counselor, two support staff, 9 teaching assistants or instructional aides, and 5.5 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.

Table 4: Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	5
Grade 7	10
Grade 8	8
Grade 9	7
Grade 10	11
Grade 11	13
Grade 12	14
Total Enrollment	68

Table 5: Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	20
Male	65
Non-Binary	15
American Indian or Alaska Native	2
Asian	18
Black or African American	18
Filipino	
Hispanic or Latino	18
Native Hawaiian or Pacific Islander	
Two or More Races	2
White	42
English Learners	
Foster Youth	
Homeless	
Migrant	
Socioeconomically Disadvantaged	
Students with Disabilities	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)

Authorization/ Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	100
Intern Credential Holders Properly Assigned		
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)		
Unknown/Incomplete/NA		
Total Teaching Positions		

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)

Entire table - data provided by the CDE (DPC)

Authorization/ Assignment	School Number	School Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8	80
Intern Credential Holders Properly Assigned	2	20
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)		
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)		
Unknown/Incomplete/NA		
Total Teaching Positions	10	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.

Table 8: Teacher Preparation and Placement (School Year 2022–23)

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

Table 12: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected:

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	8/2021 Mirrors and Windows	0
Mathematics	8/2023 Jump Math and Big Ideas Algebra	0
Science	8/2023 Foss Curriculum	0
History-Social Science	9/2019 TCI	0
Foreign Language	Edgenuity	0
Health	2019	0
Visual and Performing Arts	Edgenuity	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

Table 13: School Facility Conditions and Planned Improvements

*Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

The Phillips Academy engages in facility improvements each year. We have new carpets, new furniture as needed, painting and repainting of common areas, and we are in the process of installing a security gate.

Table 14: 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:

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	x			6/24
Interior: Interior Surfaces	x			6/24
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	x			6/24
Electrical: Electrical	x			6/24
Restrooms/Fountains: Restrooms, Sinks/Fountains	x			6/24
Safety: Fire Safety, Hazardous Materials	x			6/24
Structural: Structural Damage, Roofs	x			6/24
External: Playground/School Grounds, Windows/Doors/Gates/Fences	x			6/24

Overall Facility Rate

Table 15: Overall Rating

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA 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 disaggregate the data in a meaningful way.

State Priority: Other Pupil Outcomes

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.

Table 25: Opportunities for Parental Involvement (School Year 2024–25)

use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement.

Families at The Phillips Academy have formed a Family Connection group that meets 2x 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 our WASC reviews, complete annual surveys to provide feedback, and attend 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 graduation rates,
- High school dropout rates, and
- Chronic Absenteeism

Table 26: Graduation Rate and Dropout Rate (Four-Year Cohort Rates)

Indicator	School 2021– 22	School 2022– 23	School 2023– 24
Graduation Rate	95	100	100
Dropout Rate	1	0	0

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.

TPA does not have enough students to disaggregate graduation data. We graduate approximately 10-15 students each year.

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Table 27: Chronic Absenteeism by Student Group

(School Year 2023–24)

The Phillips Academy has had one student who was chronically absent in 2023-2024. She eventually was disenrolled by her district. If a student is chronically absent the district of residence will intervene to find an alternative offer of FAPE>

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 29: Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24
Suspensions	0	3	3
Expulsions	0	0	0

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.

**Table 30: Suspensions and Expulsions by Student Group
(School Year 2023–24)**

The Phillips Academy does not have enough students to disaggregate the data.

Table 31: School Safety Plan (School Year 2024–25) – *use this space to provide information about the school’s comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan.*

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

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Table 32: Average Class Size and Class Size Distribution (Elementary)
(School Year 2021–22)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	6-8	1		
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2022–23)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	6-8	1		
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	6-8	1		
Other**				

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 35: 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 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2022–23)

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 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2023–24)**

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 2023–24)

Title	Ratio
Pupils to Academic Counselor*	1 to 15

*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.

Table 39: Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	5
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	2
Other**- Occupational Therapist	1

*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.

** "Other" category is for all other student support services staff positions not listed.

Table 43: Advanced Placement (AP) Courses (School Year 2023–24)**Percent of Students in AP Courses:**

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*	0

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

AP classes can be accessed at The Phillips Academy through their online curriculum, Edgenuity.

Table 44: Professional Development

Entire table - data provided by the LEA (DPL)

Measure	2022–23	2023–24	2024–25
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 3 full days in the school year	5 weeks/afternoons during ESY 4 full school days and 10 afternoons throughout the school year.