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School Accountability Report Card
Reported Using Data from the 2017–18 School Year
California Department of Education

</div>

For The Phillips Academy

Address: 1910 Central Avenue   **Phone:**510 769 7100
Principal: Dr. Esther Cohen   **Grade Span:** 6th-12th

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, 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 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).

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.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

District Contact Information (School Year 2018–19)

Entity	Contact Information
District Name	DPC
Phone Number	DPC
Superintendent	DPC
Email Address	DPC
Website	DPC

School Contact Information (School Year 2018–19)

Entity	Contact Information
School Name	The Phillips Academy
Street	1910 Central Avenue
City, State, Zip	Alameda, CA 94501
Phone Number	510 769-7100
Principal	Dr. Esther Cohen
Email Address	ecohen@thephillipsacademy.org
Website	www.thephillipsacademy.org
County-District-School (CDS) Code	DPC

School Description and Mission Statement (School Year 2018–19)

The Phillips Academy, a non public school for students in special education, offers a consistent, positive learning environment, personalized educational and socio-emotional programming, and a dedicated, highly skilled staff. By combining positive behavior support and social cognitive training with a blended learning instructional model, The Phillips Academy has created a milieu in which students can learn and grow. With low student to teacher ratios and small class sizes, each student can make substantial progress in academic skills, socio-emotional functioning and self-regulation, and many can then succeed in less restrictive environments. For high school students, The Phillips Academy offers a vocational and life-skills training program in addition to a diploma track program. Students receive speech and language therapy, occupational therapy, assistive technology, and educationally related mental health services as dictated by their IEPs.

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	DPC
Grade 1	DPC
Grade 2	DPC
Grade 3	DPC
Grade 4	DPC
Grade 5	DPC
Grade 6	2
Grade 7	8
Grade 8	13
Ungraded Elementary	
Grade 9	10
Grade 10	9
Grade 11	15
Grade 12	12

Ungraded Secondary	
Total Enrollment	69

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	20
American Indian or Alaska Native	0
Asian	6
Filipino	0
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0
White	35
Two or More Races	20
Socioeconomically Disadvantaged	40
English Learners	0
Students with Disabilities	100
Foster Youth	7

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

Teacher Credentials

Teachers	School 2016–17	School 2017–18	School 2018–19	District 2018–19
With Full Credential	8	10	10	DPL
Without Full Credential	4	0	2	DPL
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	DPL

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

*Year and month in which the data were collected:*_____DPL_____

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

Note: *The Phillips Academy uses standards-based textbooks and CDE approved intervention curriculum in each subject. Curriculum is aligned with the CDE and for the most part with Alameda Unified School District for middle school and/or with one of the Districts with which the school contracts for high school. Each student has a textbook as required. Please see the Curriculum Instructional Survey for a complete listing of all curricula.*
The Phillips Academy has also acquired an online curriculum provided by Acellus, which is aligned with both California state standards and common core standards and has been adopted by Alameda Unified School District. All students in the academic program have access to the online curriculum. Various other intervention and online curriculua may be used to supplement the required texts. Curricula are updated each year as districts update their adoptions.

School Facility Conditions and Planned Improvements

The school is a two story rectangular C-shaped structure around a concrete and tanbark play area, with 8 classrooms, a student-run café, student quiet areas, office and storage space. The building is in adequate condition. An electrical upgrade and an upgrade to support the use of multiple technological devices has been completed. Windows were replaced. The restrooms were redone and a new courtyard installed. Plans to install an elevator are in progress. Lights, flooring and furnishings are upgraded on a regular basis.

The current facility is adequate at the present time, The facility has passed all inspections.

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 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	G	DPL	DPL	DPL
Interior: Interior Surfaces	G	DPL	DPL	DPL
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	G	DPL	DPL	DPL
Electrical: Electrical	G	DPL	DPL	DPL
Restrooms/Fountains: Restrooms, Sinks/ Fountains	E	DPL	DPL	DPL
Safety: Fire Safety, Hazardous Materials	G	DPL	DPL	DPL
Structural: Structural Damage, Roofs	G	DPL	DPL	DPL
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	G	DPL	DPL	DPL

Overall Facility Rate

Year and month of the most recent FIT report: DPL

Overall Rating

Exemplary	Good	Fair	Poor
DPL	G	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, which 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); and

- 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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts/Literacy (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC
Mathematics (grades 3-8 and 11)	DPC	DPC	DPC	DPC	DPC	DPC

Note: 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.

Note: 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.
The number of students participating in state testing for whom we received testing results is too small to provide meaningful data. The number is less than 10 in each category.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC

Note: 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.

Note: 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.

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	DPC	DPC	DPC	DPC
Male	DPC	DPC	DPC	DPC
Female	DPC	DPC	DPC	DPC
Black or African American	DPC	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC	DPC
Asian	DPC	DPC	DPC	DPC
Filipino	DPC	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC	DPC
White	DPC	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC	DPC
English Learners	DPC	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC	DPC
Students Receiving Migrant Education Services	DPC	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC	DPC

Note: 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.

Note: 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.

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 Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

Career Technical Education (CTE) Programs (School Year 2017–18)
Career Technical Education (CTE) Participation (School Year 2017–18)

CTE Program Participation
The Phillips Academy provides students with appropriate transition to career services as specified in their IEPs. At the age of 16, all students have a transition plan and transition goals. Students work in the community supported by District funded workability grants. All diploma track high school students complete 4 terms of career exploration/career development electives in 9th - 12th grade to prepare for the future. Career and college exploration and preparation activities are supported by the Transitional Counselor and the Vocational Coach. Students working for a certificate of completion get additional vocational training and experience as part of their curriculum. This includes running the school café, and overseeing the hot lunch program, in addition to engaging in service learning and workability programs in the community. •

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2016–17 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

California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	DPC	DPC	DPC
7	DPC	DPC	DPC
9	DPC	DPC	DPC

Note: 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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018–19)
The Phillips Academy holds a Back to School Night, a career day featuring parents and community members, a science fair, an intramural sports program and an Open House each year. Parents have participated in informational/training sessions, strategic planning sessions, and informational and satisfaction surveys. Parents often receive daily feedback from staff as well as regular student progress reports and are always welcome on-campus. Parents were active participants in the WASC accreditation review that was conducted in 2012-2013 and the mid-year review conducted in 2015. Parents collaborate with staff in the development of student support plans and are active participants in the development of students' IEPs.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	0	0	DPC	DPC	DPC	DPC
Graduation Rate	DPC	DPC	DPC	DPC	DPC	DPC

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	1	DPC	DPC
Graduation Rate	90%	DPC	DPC

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100	DPC	DPC
Black or African American	DPC	DPC	DPC
American Indian or Alaska Native	DPC	DPC	DPC
Asian	DPC	DPC	DPC
Filipino	DPC	DPC	DPC
Hispanic or Latino	DPC	DPC	DPC
Native Hawaiian or Pacific Islander	DPC	DPC	DPC
White	DPC	DPC	DPC
Two or More Races	DPC	DPC	DPC
Socioeconomically Disadvantaged	DPC	DPC	DPC
English Learners	DPC	DPC	DPC
Students with Disabilities	DPC	DPC	DPC
Foster Youth	DPC	DPC	DPC

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

Rate	School 2015–16	School 2016–17	School 2017–18	District 2015–16	District 2016–17	District 2017–18	State 2015–16	State 2016–17	State 2017–18
Suspensions	6	5	15	DPC	DPC	DPC	DPC	DPC	DPC
Expulsions	0	0	0	DPC	DPC	DPC	DPC	DPC	DPC

School Safety Plan (School Year 2018–19)

The Phillips Academy conducts monthly fire and emergency drills. A school-wide emergency plan is reviewed annually. Staff is trained in crisis prevention strategies, CPR, and first aid. Antibullying programs and activities designed to promote a positive school climate (Mix it Up Day, Restorative Justice Community Building Circles, Assemblies, Review of the Sexual harassment and Grievance Policy) are implemented by and for students. Peer mediation and conflict resolution interventions are implemented as needed by support staff. We are a member of the Alameda Unified Police Department Share 911 emergency communication system.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2015–16)

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

*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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

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

*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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2017–18)

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

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	7	8	DPC	DPC
Mathematics	6	10	DPC	DPC
Science	8	6	DPC	DPC
Social Science	10	6	DPC	DPC

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	7	7	DPC	DPC
Mathematics	4	7	DPC	DPC
Science	10	5	DPC	DPC
Social Science	10	5	DPC	DPC

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	5	10	DPC	DPC
Mathematics	4	11	DPC	DPC
Science	9	6	DPC	DPC
Social Science	8	7	DPC	DPC

*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.

Academic Counselors and Other Support Staff (School Year 2017–18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	DPL	DPL
Counselor (Social/Behavioral or Career Development)	2.5	12
Library Media Teacher (Librarian)	DPL	N/A
Library Media Services Staff (Paraprofessional)	DPL	N/A
Psychologist	1	N/A
Social Worker	5	13
Nurse	DPL	N/A
Speech/Language/Hearing Specialist	3	N/A
Resource Specialist (non-teaching)	DPL	N/A
Other	DPL	N/A

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	DPL	DPL	DPL	DPL
District	N/A	N/A	DPL	DPC
Percent Difference – School Site and District	N/A	N/A	DPL	DPL
State	N/A	N/A	DPC	DPC
Percent Difference – School Site and State	N/A	N/A	DPL	DPL

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

Types of Services Funded (Fiscal Year 2017–18)

The Phillips Academy serves students ages 11-19, with student/ staff ratios averaging 3:1 or 4:1. Each classroom has 1-2 credentialed teachers and 1-2 teaching assistants. Employing a cognitive-behavioral instructional model for both academics and emotional/behavior support, The Phillips Academy offers a personalized, standards based curriculum and a wide range of athletics, electives, and extra curricular activities. The students served are all students with special needs and include those with emotional disturbance, autism spectrum disorder, specific learning disabilities, other health impaired and mild intellectual disability.
Educationally related mental health services are available on-site for eligible students. Students also receive Speech and Language, Occupational Therapy, and Assistive Technology services as indicated on their IEP.

Teacher and Administrative Salaries (Fiscal Year 2016–17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	DPC	DPC
Mid-Range Teacher Salary	DPC	DPC
Highest Teacher Salary	DPC	DPC
Average Principal Salary (Elementary)	DPC	DPC
Average Principal Salary (Middle)	DPC	DPC
Average Principal Salary (High)	DPC	DPC
Superintendent Salary	DPC	DPC
Percent of Budget for Teacher Salaries	DPC	DPC
Percent of Budget for Administrative Salaries	DPC	DPC

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	DPC	N/A
English	DPC	N/A
Fine and Performing Arts	DPC	N/A
Foreign Language	DPC	N/A
Mathematics	DPC	N/A
Science	DPC	N/A
Social Science	DPC	N/A
All Courses	DPC	DPC

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

AP Courses are available through the Acellus Online Curriculum

Professional Development
The Phillips Academy provides 2 training/prep days at the start of each school year and two staff training days per year. In addition three afternoons per week are used for training during the 5 week extended school year. Staff is trained in CPI and CPR/First Aid. All mandatory trainings occur annually. Staff attends off-site workshops and district trainings. Staff participates in continuing education classes to meet licensing and credentialing requirements. In-services occur on minimum days and during extended school year. Trainings are provided by staff and consultants in the areas of instructional design, IEP goal writing, technology and blended learning, student socio-emotional learning, and diversity training. Areas for training are determined by the student achievement data, the school community profile, and the identified areas of critical need. Implementation and evaluation of professional development activities are supported through consultations with teachers, peer support, and teacher observation as well as student feedback.