

# Sylvester Greenwood Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### 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/fq/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.

## 2023-24 School Contact Information

<b>School Name</b>	Sylvester Greenwood Academy
<b>Street</b>	831 Chanslor Ave.
<b>City, State, Zip</b>	Richmond, CA, 94801-3533
<b>Phone Number</b>	510-231-1402
<b>Principal</b>	Phillip Johnson
<b>Email Address</b>	pjohnson1@wccusd.net
<b>School Website</b>	www.wccusd.net/greenwood
<b>County-District-School (CDS) Code</b>	07617960733253

## 2023-24 District Contact Information

<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Dr. Kenneth Chris Hurst
<b>Email Address</b>	chris.hurst@wccusd.net
<b>District Website</b>	www.wccusd.net

## 2023-24 School Description and Mission Statement

Sylvester Greenwood Academy is an alternative high school in the West Contra Unified School District. Sylvester Greenwood Academy is a place where students get back on track to graduation and future success by developing strong academic habits and learning strategies that support healthy socio-emotional growth and development. Our average enrollment is 200 students and is ethnically / racially comprised of Hispanic (65%), African-American students (20%), and White, Filipino, and Asian (15%). As an alternative school, the majority of students referred to Sylvester Greenwood are credit deficient. A portion of students enrolled at Greenwood is required by court sanction to return to school. 60% of all students returning to the District from the juvenile justice system enroll at Greenwood. These students have the support of county personnel who regularly monitor their attendance and activities both in and out of the school setting. Finally, a number of our students arrive to Greenwood as a result of truancy and/or behavioral issues at their previous high school(s).

We believe that all students can learn and achieve at a high level. We maintain high expectations for learning and work to provide high support to help students reach those expectations. The instructional program includes differentiated learning opportunities across the curriculum and multiple measures of assessment to monitor student achievement. Additional support is provided through strategic and targeted intervention strategies, including and not limited to individualized academic plans, student success team (SST) meetings, on-campus health and wellness services, and a 7th-period enrichment and intervention program. As a full-service community school, we work with multiple community partners to provide wrap-around services including medical and mental health services along with programming to support intellectual development, strengthen self-esteem, increase motivation and develop individual resiliency skills to be successful young adults in the 21st century.

Our Student Learning Outcomes posit that SGA graduates will be Ready for College & Careers. Students are able to:

- Assess my strengths and talents realistically
- Maximize my skills and seek opportunities to highlight my talents
- Make actionable plans for future success

Independent Thinkers are able to:

- Use positive leadership while establishing and accomplishing goals

## 2023-24 School Description and Mission Statement

Socially responsible members of society are able to:

- Show respect for self and others
- Value and practice community service

Effective Communicators able to:

- Read, write, and speak thoughtfully
- Effectively participate as a member of a team

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	44
Grade 12	172
Total Enrollment	218

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50%
Asian	3.7%
Black or African American	23.9%
Filipino	3.7%
Hispanic or Latino	56.4%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	3.7%
White	8.3%
English Learners	22.9%
Foster Youth	0.9%
Homeless	11%
Socioeconomically Disadvantaged	76.6%
Students with Disabilities	16.5%

## **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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.00	57.43	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.80	5.93	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	7.14	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.10	29.36	49.60	3.54	12115.80	4.41
<b>Unknown</b>	0.00	0.00	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	14.00	100.00	1403.90	100.00	274759.10	100.00

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.90	59.40	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.10	1.07	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	3.80	25.60	50.30	3.30	11953.10	4.28
<b>Unknown</b>	2.00	13.87	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	15.00	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>0.10</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.10	3.80
<b>Total Out-of-Field Teachers</b>	<b>4.10</b>	<b>3.80</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.5	0.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019 Pearson Prentice Hall Literature (ELA grades 11-12), c2002 - adopted 2018	Yes	0%

	National Geographic: Edge, (ELD), c2014 - adopted 2014		
<b>Mathematics</b>	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018	Yes	0%
<b>Science</b>	McGraw Hill Inspire Biology, c2020 - adopted 2022 McGraw Hill Inspire Chemistry, c2020 - adopted 2022 Paxton Patterson: Health Science Careers (Body Systems for Health Sci Careers), c2020 - adopted 2021 Savvas Conceptual Physics, c2009 - adopted 2022	Yes	0%
<b>History-Social Science</b>	Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023 Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023 McDougal Littell Magraders American Government, (American Government), c2006 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics), c2008 - adopted 2018	Yes	0.0 %
<b>Foreign Language</b>	Vista Higher Learning Descubre (Spanish), c2022 - adopted 2022	Yes	0.0 %
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0 %

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

**Year and month of the most recent FIT report**

July 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Hallway by Mechanic Room C-137 - Paint the ceiling damaged by a water leak.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	Hallway by Mechanic Room C-137 - Check the ceiling lights.  Gym - Repair the broken emergency lights at the wall by the storage room B-103.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X		Gym - Repair the broken emergency lights at the wall by the storage room B-103.

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X	Gym - Repair the 3/4" x 4" strips of wood that are falling down from the ceiling of the exterior overhang entrance of the gym and at the back of the gym going to LPS.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X	Gym - Paint the exterior wall entrance of the gym.

## 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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	13	6	32	32	47	46
<b>Mathematics</b> (grades 3-8 and 11)	0	0	21	22	33	34

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	130	115	88.46	11.54	6.09
<b>Female</b>	54	47	87.04	12.96	10.64
<b>Male</b>	76	68	89.47	10.53	2.94
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	34	30	88.24	11.76	3.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	75	69	92.00	8.00	5.80
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	31	25	80.65	19.35	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	115	101	87.83	12.17	4.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	17	100.00	0.00	0.00

## 2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	132	120	90.91	9.09	0.00
<b>Female</b>	54	49	90.74	9.26	0.00
<b>Male</b>	78	71	91.03	8.97	0.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	34	32	94.12	5.88	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	77	69	89.61	10.39	0.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	31	24	77.42	22.58	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	117	106	90.60	9.40	0.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	16	94.12	5.88	0.00

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	1.53	0.88	18.49	20.56	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	245	228	93.06	6.94	0.88
Female	114	105	92.11	7.89	0.96
Male	130	122	93.85	6.15	0.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	68	62	91.18	8.82	1.61
Filipino	--	--	--	--	--
Hispanic or Latino	141	130	92.20	7.80	0.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	0.00
English Learners	49	45	91.84	8.16	0.00
Foster Youth	--	--	--	--	--
Homeless	31	27	87.10	12.90	3.70
Military	0	0	0	0	0
Socioeconomically Disadvantaged	214	197	92.06	7.94	1.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	33	89.19	10.81	0.00

## 2022-23 Career Technical Education Programs

Career Technical Education (CTE) courses are designed to bring real-world education and curriculum to our students using project-based learning. Students work with professionals from their fields to learn about specific subjects and career opportunities. Pathway teacher teams, along with industry partners, collaborate to build integrated projects, working on solving real-world issues and building skills to prepare them for life beyond high school. Student leadership development, collaboration skills, and critical, creative thinking are emphasized in pathway curriculum and instruction.

College and Career Pathways are the major initiative at our secondary schools, designed to increase student achievement and motivation through small learning communities, authentic skills and tasks, and multiple opportunities to learn about and work with career employment partners. In Academy models, Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports can include:

- Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
- Professional development/coaching of teachers to continuously develop career technical expertise - Study trips, speakers, mentor programs, internships
- Central office support staff

A sustainable broad-based community coalition of business and civic leaders exists and serves on the District and career sector advisory boards to provide support for and monitor college and career pathway implementation and align them to the local economy and workforce development needs.

CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD teachers to ensure student success. Students may transfer schools to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at Sylvester Greenwood Academy:

Pathway: Health

- Body Systems for Health Science Careers
- US History & Public Health
- Adv Eng & Public Health

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	114
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	85.78
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	1.39

## 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.

#### 2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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
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## 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.

#### 2023-24 Opportunities for Parental Involvement

Parents are encouraged to participate in the SSC, ELAC, and AASAT to assist in the vision and goals of our school and to help increase student achievement. Parental input and participation is highly valued, respected, and appreciated by the school staff. Parents are also encouraged to get a district volunteer badge and help in the classrooms, on study trips, and during lunches. In addition, parents are invited to attend on-campus events like Back to School Night, Academic Awards Ceremonies, Financial Aid Workshops, and Open House. These events provide parents with opportunities to speak openly with Greenwood staff in a more casual setting

## C. Engagement

### 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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	14	8.8	17.4	5.8	8.1	9.3	9.4	7.8	8.2
<b>Graduation Rate</b>	52.5	74.6	75.5	84.1	85.5	85	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	184	139	75.5
<b>Female</b>	97	76	78.4
<b>Male</b>	86	62	72.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	--	--	--
<b>Black or African American</b>	46	35	76.1
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	105	79	75.2
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	42	34	81.0
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	50	43	86.0
<b>Socioeconomically Disadvantaged</b>	171	127	74.3
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	28	17	60.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	393	364	256	70.3
Female	185	171	129	75.4
Male	207	192	127	66.1
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	12	12	9	75.0
Black or African American	94	87	63	72.4
Filipino	15	15	7	46.7
Hispanic or Latino	230	212	150	70.8
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	12	9	6	66.7
White	26	25	20	80.0
English Learners	98	90	70	77.8
Foster Youth	5	5	4	80.0
Homeless	68	65	61	93.8
Socioeconomically Disadvantaged	324	305	221	72.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	54	37	68.5

### 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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	4.44	4.33	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.30	0.00	0.00	0.04	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.33	0
Female	5.41	0
Male	3.38	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.57	0
Filipino	0	0
Hispanic or Latino	3.48	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	4.08	0
Foster Youth	0	0
Homeless	7.35	0
Socioeconomically Disadvantaged	4.63	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5	0

## 2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	10	7	
Mathematics	18	2	5	
Science	13	4	3	
Social Science	23	3	12	

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	18		
Mathematics	13	10		
Science	7	9		
Social Science	12	17	3	

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	17	1	0
Mathematics	11	11	0	0
Science	10	5	0	0
Social Science	13	19	1	0

## 2022-23 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	109

## 2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	15425.93	4223.11	11202.82	88473.32
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	68.0	12.6
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	12.3	0.7

## Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AMAZON  
 BARNES AND NOBLE INC  
 BAY AREA COMMUNITY RESOURCES  
 CA ASSOCIATION OF AFRICAN AMERICAN  
 D & D SECURITY RESOURCES, INC.  
 D HARRIS TOURS INC  
 DENTIST DAVENPORT  
 EAST BAY BASKETBALL OFFICIALS ASSOC  
 EDPUZZLE, INC  
 FOCALLY, LLC  
 FOOD MAXX  
 GENEVA ALEXANDER  
 INSTITUTE FOR BRAIN POTENTIAL  
 KBA DOCUMENT SOLUTIONS, LLC  
 KEITH BROWN  
 KINDER'S MEATS DELI BBQ  
 KUTA SOFTWARE LLC  
 MARY HUGHES-TUTASS  
 MICHAEL D. MURPHY  
 MID COUNTY OFFICIALS NETWORK  
 PHILLIP JOHNSON  
 REGINA BUCKLEY  
 SHERMAN GARNETT & ASSOCIATES  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 US BANK  
 WCCUSD CENTRAL LIBRARY SERVICES

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
<b>Beginning Teacher Salary</b>	\$50,922	\$55,550
<b>Mid-Range Teacher Salary</b>	\$79,887	\$80,703
<b>Highest Teacher Salary</b>	\$103,799	\$109,418
<b>Average Principal Salary (Elementary)</b>	\$124,259	\$137,703
<b>Average Principal Salary (Middle)</b>	\$129,831	\$143,760
<b>Average Principal Salary (High)</b>	\$145,277	\$159,021
<b>Superintendent Salary</b>	\$270,000	\$319,443
<b>Percent of Budget for Teacher Salaries</b>	28.46%	30.35%
<b>Percent of Budget for Administrative Salaries</b>	5.12%	4.87%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## Professional Development

Faculty and staff at Sylvester Greenwood have many opportunities to engage in professional learning that helps to improve professional practice and leads to better outcomes for students. All of the adults on campus come together at least once a month for whole-staff professional learning sessions focused on equity and school-wide efforts. Additionally, instructional staff engages in weekly collaboration in several formats to support achieving school-wide goals as well as department-specific goals. Staff are encouraged to seek out additional opportunities to improve classroom practices throughout the year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	5	20