

Sylvester Greenwood Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Sylvester Greenwood Academy
Street	831 Chanslor Ave.
City, State, Zip	Richmond, CA, 94801-3533
Phone Number	510-231-1402
Principal	Phillip Johnson
Email Address	pjohnson1@wccusd.net
School Website	www.wccusd.net/greenwood
Grade Span	9-12
County-District-School (CDS) Code	07617960733253

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 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

2024-25 School Description and Mission Statement

monitor their attendance and activities both in and out of the school setting. Finally, a number of our students arrive at 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

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	1
Grade 11	55
Grade 12	203
Total Enrollment	260

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
Asian	2.7
Black or African American	26.2
Filipino	3.1
Hispanic or Latino	56.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.3
White	8.5
English Learners	28.5
Foster Youth	1.2
Homeless	15.4
Socioeconomically Disadvantaged	83.5
Students with Disabilities	19.2

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.00	57.43	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.80	5.93	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	7.14	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.10	29.36	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	59.40	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.10	1.07	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	25.60	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	2.00	13.87	91.20	5.99	15831.90	5.67
Total Teaching Positions	15.00	100.00	1522.80	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.50	60.25	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	3.52	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.00	28.33	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	1.10	7.82	94.30	6.58	14303.80	5.15
Total Teaching Positions	14.10	100.00	1433.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	1.00	0.10	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.10	0.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.9
Local Assignment Options	4.10	3.80	3
Total Out-of-Field Teachers	4.10	3.80	4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.50	0.9	6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.30	0	4.8

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

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 National Geographic: Edge, (ELD), c2014 - adopted 2014	Yes	0%
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018	Yes	0%
Science	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%
History-Social Science	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 %
Foreign Language	Vista Higher Learning Descubre (Spanish), c2022 - adopted 2022	Yes	0.0 %
Health	N/A		
Visual and Performing Arts	N/A		

Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %
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Note: Cells with N/A values do not require data.

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 8/17/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces	X			BOYS REST ROOM: 4. HANDICAP STALL DOOR IS UNABLE TO BE SECURED. 7. FIVE LIGHT FIXTURES ARE OUT. 9. TWO FAUCETS HAVE A DRIP. ONE FAUCET BUTTON IS MISSING AND HAS NO FLOW. BOYS REST ROOM: 4. HANDICAP STALL DOOR LOCK BLOCK IS LOOSE. 7. ONE LIGHT PANEL IS OUT (HALLWAY). TWO LIGHT FIXTURES ARE OUT. ONE CAN LIGHT IS OUT. C111/ PRINCIPAL: 4. HOLE IN WALL. 7. SURGE PROTECTORS ARE DAISY CHAINED. C117/ PUBLIC SAFETY OFFICE: 4. CEILING TILE IS STAINED (HALLWAY). 15. ONE DOOR DOES NOT OPEN/ CLOSE PROPERLY. C135: 4. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED. C137/ MECHANICAL: 4. WATER DAMAGE TO CEILING (HALLWAY). 7. ONE CAN LIGHT IS LOOSE (HALLWAY). C215: 4. BURN MARKS ON INTERIOR WALL. 7. ONE LIGHT PANEL IS BAD (PINK BULBS). FLOOR OUTLET COVER IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. EMERGENCY SHUT OFF CASE IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			C128/ CHAIR STORAGE: 5. ROOM IS CLUTTERED. UNSECURED ITEMS ARE STORED TOO HIGH. C129/ AV ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C131/ TEXTBOOK STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. C134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C145/ COLLECTION: 5. ROOM IS OVERLY CLUTTERED. 7. ONE LIGHT PANEL IS OUT.

School Facility Conditions and Planned Improvements

			<p>C217: 5. LADDER IS UNSECURED. 7. THREE LIGHT PANELS ARE OUT (STAIRWELL). 9. EYE WASH STATION IS OUT OF ORDER/BAGGED OFF. MULTIPLE FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL (STAIRWELL).</p>
<p>Electrical</p>		<p>X</p>	<p>B100/ LOBBY: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. 9. ONE DRINKING FOUNTAIN BASIN IS NOT DRAINING PROPERLY. B101/ GYM: 7. FOUR LIGHT PANELS ARE OUT. B104/ MECHANICAL: 7. ACCESS TO ROOM/ELECTRICAL PANELS IS BLOCKED. B112/ DANCE: 7. CO2 SENSOR COVER IS MISSING/BROKEN. 10. EVACUATION MAP IS NOT POSTED. B208/ COUNSELING 1: 7. EXTENSION CORD IS BEING PERMANENTLY USED. BOYS REST ROOM: 4. HANDICAP STALL DOOR IS UNABLE TO BE SECURED. 7. FIVE LIGHT FIXTURES ARE OUT. 9. TWO FAUCETS HAVE A DRIP. ONE FAUCET BUTTON IS MISSING AND HAS NO FLOW. BOYS REST ROOM: 4. HANDICAP STALL DOOR LOCK BLOCK IS LOOSE. 7. ONE LIGHT PANEL IS OUT (HALLWAY). TWO LIGHT FIXTURES ARE OUT. ONE CAN LIGHT IS OUT. C101/ LOBBY: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. C107/ ADMIN/ RECEPTION: 7. THREE CAN LIGHTS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. C111/ PRINCIPAL: 4. HOLE IN WALL. 7. SURGE PROTECTORS ARE DAISY CHAINED. C118/ COUNSELING: 7. ONE LIGHT PANEL IS OUT (HALLWAY). C126/ KITCHEN: 7. ETHERNET COVER IS MISSING. C127/ CAFETERIA: 7. HALF OF LIGHTS ARE NOT WORKING (ONE SWITCH IS LOOSE/HAS A SHORT). C131/ TEXTBOOK STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. C132/ LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT. C136/ COMPUTER CLASSROOM: 7. FLOOR ETHERNET COVER IS BROKEN/MISSING. C137/ MECHANICAL: 4. WATER DAMAGE TO CEILING (HALLWAY). 7. ONE CAN LIGHT IS LOOSE (HALLWAY). C138/ MEETING ROOM: 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. TWO BANKS OF LIGHTS ARE NOT TURNING ON. 10. EXIT IS BLOCKED. C145/ COLLECTION: 5. ROOM IS OVERLY CLUTTERED. 7. ONE LIGHT PANEL IS OUT. C208: 7. FOUR LIGHT PANELS ARE OUT (STAIRWELL). C209: 7. TWO LIGHT PANELS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CEILING</p>

School Facility Conditions and Planned Improvements

			<p>(HALLWAY). 15. SKY LIGHT IS DAMAGED/BROKEN (HALLWAY). C210: 7. SWITCH PLATE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. C215: 4. BURN MARKS ON INTERIOR WALL. 7. ONE LIGHT PANEL IS BAD (PINK BULBS). FLOOR OUTLET COVER IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. EMERGENCY SHUT OFF CASE IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING. C216: 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. C217: 5. LADDER IS UNSECURED. 7. THREE LIGHT PANELS ARE OUT (STAIRWELL). 9. EYE WASH STATION IS OUT OF ORDER/BAGGED OFF. MULTIPLE FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL (STAIRWELL). C226/ CONFERENCE: 7. LIGHTS ARE NOT TURNING ON. GIRLS REST ROOM: 7. TWO CAN LIGHTS ARE OUT. 8. ONE STALL IS OUT OF ORDER. (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM: 7. TWO LIGHT FIXTURES ARE OUT. ONE CAN LIGHT IS OUT. 9. FAUCETS HAVE A DRIP. (MENSTRUAL NOTICE NOT POSTED) MENS REST ROOM: 7. CAN LIGHT IS OUT AT ENTRY WAY. ONE LIGHT FIXTURE IS OUT. UNISEX REST ROOM: 7. ONE LIGHT FIXTURE IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)(ALSO HAS A MENS SIGN) UNISEX REST ROOM: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED) (ALSO HAS A WOMENS SIGN) WOMENS REST ROOM: 7. ONE LIGHT FIXTURE IS OUT.(MENSTRUAL NOTICE NOT POSTED)</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>B100/ LOBBY: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. 9. ONE DRINKING FOUNTAIN BASIN IS NOT DRAINING PROPERLY. BOYS REST ROOM: 4. HANDICAP STALL DOOR IS UNABLE TO BE SECURED. 7. FIVE LIGHT FIXTURES ARE OUT. 9. TWO FAUCETS HAVE A DRIP. ONE FAUCET BUTTON IS MISSING AND HAS NO FLOW. C214: 9. FAUCET GOOSENECK IS MISSING. 10. EVACUATION MAP IS NOT POSTED. C217: 5. LADDER IS UNSECURED. 7. THREE LIGHT PANELS ARE OUT (STAIRWELL). 9. EYE WASH STATION IS OUT OF ORDER/BAGGED OFF. MULTIPLE FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL (STAIRWELL). C218/ SCIENCE PREP: 9. ACCESS TO CHEMICAL SHOWER IS BLOCKED. GIRLS REST ROOM: 7. TWO CAN LIGHTS ARE OUT. 8. ONE STALL IS OUT OF ORDER. (MENSTRUAL NOTICE NOT POSTED)</p>

School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM: 7. TWO LIGHT FIXTURES ARE OUT. ONE CAN LIGHT IS OUT. 9. FAUCETS HAVE A DRIP. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM: 7. ONE LIGHT FIXTURE IS OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)(ALSO HAS A MENS SIGN) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED) (ALSO HAS A WOMENS SIGN) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. AEROSOL AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. ONE DRINKING FOUNTAIN HAS A LOW FLOW (HALLWAY). (MENSTRUAL NOTICE NOT POSTED) (ALSO HAS A MENS SIGN) UNISEX REST ROOM: 8. TOILET IS LOOSE AT BASE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>B112/ DANCE: 7. CO2 SENSOR COVER IS MISSING/BROKEN. 10. EVACUATION MAP IS NOT POSTED. B214/ FITNESS: 10. EVACUATION MAP IS NOT POSTED. C107/ ADMIN/ RECEPTION: 7. THREE CAN LIGHTS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. C112/ STORAGE: 11. PESTICIDES ARE PRESENT. C113/ OFFICE: 10. PLUG IN AIR FRESHENER. C135: 4. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED. C138/ MEETING ROOM: 7. SURGE PROTECTORS ARE DAISY CHAINED CREATING A TRIP HAZARD. TWO BANKS OF LIGHTS ARE NOT TURNING ON. 10. EXIT IS BLOCKED. C205/ CUSTODIAL STORAGE: 10. PLUG IN AIR FRESHENER. C209: 7. TWO LIGHT PANELS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CEILING (HALLWAY). 15. SKY LIGHT IS DAMAGED/BROKEN (HALLWAY). C210: 7. SWITCH PLATE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. C211: 10. EVACUATION MAP IS NOT POSTED. C214: 9. FAUCET GOOSENECK IS MISSING. 10. EVACUATION MAP IS NOT POSTED. C215: 4. BURN MARKS ON INTERIOR WALL. 7. ONE LIGHT PANEL IS BAD (PINK BULBS). FLOOR OUTLET COVER IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. EMERGENCY SHUT OFF CASE IS</p>

School Facility Conditions and Planned Improvements

				<p>DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C217: 5. LADDER IS UNSECURED. 7. THREE LIGHT PANELS ARE OUT (STAIRWELL). 9. EYE WASH STATION IS OUT OF ORDER/BAGGED OFF. MULTIPLE FAUCETS HAVE NO FLOW. 11. PAINT IS PEELING ON INTERIOR WALL (STAIRWELL).</p> <p>UNISEX REST ROOM: 7. ONE LIGHT PANEL IS OUT (HALLWAY). 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED) (ALSO HAS A WOMENS SIGN)</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED) (ALSO HAS A WOMENS SIGN)</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. AEROSOL AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>C117/ PUBLIC SAFETY OFFICE: 4. CEILING TILE IS STAINED (HALLWAY). 15. ONE DOOR DOES NOT OPEN/ CLOSE PROPERLY.</p> <p>C207: 15. DOOR CLOSER COVER IS MISSING.</p> <p>C209: 7. TWO LIGHT PANELS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CEILING (HALLWAY). 15. SKY LIGHT IS DAMAGED/BROKEN (HALLWAY).</p> <p>C215: 4. BURN MARKS ON INTERIOR WALL. 7. ONE LIGHT PANEL IS BAD (PINK BULBS). FLOOR OUTLET COVER IS BROKEN. 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. EVACUATION MAP IS NOT POSTED. EMERGENCY SHUT OFF CASE IS DAMAGED. 15. DOOR CLOSER COVER IS MISSING.</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	6	2	32	33	46	47
Mathematics (grades 3-8 and 11)	0	0	22	23	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	98	71.53	28.47	2.06
Female	65	40	61.54	38.46	0.00
Male	72	58	80.56	19.44	3.51
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	27	79.41	20.59	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	85	62	72.94	27.06	3.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	52	37	71.15	28.85	2.78
Foster Youth	--	--	--	--	--
Homeless	16	8	50.00	50.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	122	91	74.59	25.41	2.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	0.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	140	97	69.29	30.71	0.00
Female	65	41	63.08	36.92	0.00
Male	75	56	74.67	25.33	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	34	24	70.59	29.41	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	88	63	71.59	28.41	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	54	37	68.52	31.48	0.00
Foster Youth	--	--	--	--	--
Homeless	16	9	56.25	43.75	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	125	90	72.00	28.00	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.88	0.00	20.56	20.89	30.29	30.73

2023-24 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	281	229	81.49	18.51	0.00
Female	124	94	75.81	24.19	0.00
Male	157	135	85.99	14.01	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	77	65	84.42	15.58	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	160	131	81.88	18.12	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	15	11	73.33	26.67	0.00
English Learners	79	66	83.54	16.46	0.00
Foster Youth	--	--	--	--	--
Homeless	55	43	78.18	21.82	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	251	206	82.07	17.93	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	40	88.89	11.11	0.00

2023-24 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 the specific subject 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 initiatives 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 to colleges & industry workplaces, speakers, mentor programs, internships

2023-24 Career Technical Education Programs

- 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 [P]
- Adv Eng & Public Health [H]

Pathway: Food Service & Hospitality

- Food Services & Culinary 1 [P]
- Food Services & Culinary 2 [P]

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	261
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	85.38
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 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 requires only participation results 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
Grade 9	--	--	--	--	--

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.

2024-25 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	8.8	17.4	13.3	8.1	9.3	9.9	7.8	8.2	8.9
Graduation Rate	74.6	75.5	79.8	85.5	85.0	84.9	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	203	162	79.8
Female	93	74	79.6
Male	110	88	80.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	47	43	91.5
Filipino	--	--	--
Hispanic or Latino	117	91	77.8
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	15	8	53.3
English Learners	67	51	76.1
Foster Youth	--	--	--
Homeless	58	53	91.4
Socioeconomically Disadvantaged	193	156	80.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	37	31	83.8

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	415	392	279	71.2
Female	183	174	128	73.6
Male	231	217	150	69.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	11	10	90.9
Black or African American	101	97	78	80.4
Filipino	12	12	7	58.3
Hispanic or Latino	249	231	156	67.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	14	13	8	61.5
White	26	26	18	69.2
English Learners	136	127	94	74.0
Foster Youth	--	--	--	--
Homeless	87	83	65	78.3
Socioeconomically Disadvantaged	371	350	250	71.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	72	56	77.8

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.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.44	4.33	7.23	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.3	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.23	0.00
Female	5.46	0.00
Male	8.66	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	9.09	0.00
Black or African American	12.87	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	0.00	0.00
English Learners	5.88	0.00
Foster Youth	0.00	0.00
Homeless	6.90	0.00
Socioeconomically Disadvantaged	7.55	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.13	0.00

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.

2024-25 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.

2024-25 School Safety Plan

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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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	
Mathematics	11	11		
Science	10	5		
Social Science	13	19	1	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	10	4	
Mathematics	16	12		
Science	7	10		
Social Science	15	13	5	

2023-24 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	130

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	12680.86	2693.39	9987.46	67082.97
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	54.6	-22.8
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-7.5	-34.1

Fiscal Year 2023-24 Types of Services Funded

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

AAA BUSINESS SUPPLIES & INTERIORS
 ALHAMBRA & SIERRA SPRINGS
 AMAZON
 AMF BOWLING CENTERS INC
 BAY AREA COMMUNITY RESOURCES
 BAY AREA CREATIVE BAC
 D HARRIS TOURS INC
 DEAN BARBERIO
 DENTIST DAVENPORT
 EAST BAY BASKETBALL OFFICIALS ASSOC
 EDPUZZLE, INC
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX
 GENEVA ALEXANDER
 GRACIELA ROHLIK
 HEINEMANN COMPANY
 IGOR LITVIN
 INJOY HEALTH EDUCATION
 KATHLEEN ELBASANI
 KAYLONI BARDELL
 KUTA SOFTWARE LLC
 LEFTSIDE PRINTING
 LIFESECURE LLC
 MENTORING IN MEDICINE & SCIENCE
 MICHAEL PETRILLI
 MID COUNTY OFFICIALS NETWORK
 NESTLE WATER NORTH AMERICA
 OMAR QUINTANAR NUNEZ
 PHILLIP JOHNSON
 RTS SOLUTIONZ, INC
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 US BANK
 WCCUSD CENTRAL LIBRARY SERVICES
 YONDR, INC.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	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
Total AP Courses Offered 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.

Professional Development

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	20	40