

Sylvester Greenwood Academy

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

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/>.

2025-26 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	http://greenwood.wccusd.net/
Grade Span	9-12
County-District-School (CDS) Code	07617960733253

2025-26 District Contact Information

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

2025-26 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 the 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 at

2025-26 School Description and Mission Statement

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 can:

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

Independent Thinkers can:

- Use positive leadership while establishing and accomplishing goals

Socially responsible members of society can:

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

Effective Communicators can:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	44
Grade 12	156
Total Enrollment	200

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	55
Asian	2
Black or African American	24
Filipino	0.5
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	2
Two or More Races	4
White	4.5
English Learners	34.5
Homeless	10
Socioeconomically Disadvantaged	94
Students with Disabilities	17.5

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.

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)	8.9	59.4	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	1.07	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.8	25.6	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	2	13.87	91.2	5.99	15831.9	5.67
Total Teaching Positions	15	100	1522.8	100	279044.8	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.

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)	8.5	60.25	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	3.52	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4	28.33	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1.1	7.82	94.3	6.58	14303.8	5.15
Total Teaching Positions	14.1	100	1433.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 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)	8.4	49.36	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	4.85	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.2	36.55	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	1.5	9.18	67.7	4.84	13705.8	4.91
Total Teaching Positions	17.1	100	1399.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0.5	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0.5	0.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.9	1.7
Local Assignment Options	3.80	3	4.5
Total Out-of-Field Teachers	3.80	4	6.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.9	6	5.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	4.8	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, (English 1-2), c2017 - adopted 2025	0%
Mathematics	Amplify, Desmos Algebra 1, c2025 - adopted 2025 Pearson: Envision Algebra 2, c2015 - adopted 2018 Pearson Envision Geometry, c2015 - adopted 2018	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	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	0.0 %
Foreign Language	Vista Higher Learning Descubre (Spanish 1-2), c2022 - adopted 2022	0.0 %
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	0.0 %

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

7/24/2025

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. C106/ ADMIN LOBBY: 4. WALL IS MARRED. 11. PAINT IS PEELING ON INTERIOR WALL. C135: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. C137/ MECHANICAL: 4. WATER DAMAGE TO CEILING (HALLWAY). 7. ONE CAN LIGHT IS LOOSE (HALLWAY). 10. FIRE SPRINKLER ESCUCHEON IS MISSING (HALLWAY). C209: 4. WATER DAMAGE TO CEILING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CEILING (HALLWAY). 15. SKY LIGHT IS DAMAGED/BROKEN (HALLWAY). UNISEX REST ROOM: 4. CRACKS IN INTERIOR WALLS. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			C131/ TEXTBOOK STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C145/ COLLECTION: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X		B100/ LOBBY: 7. MULTIPLE LIGHT DIFFUSERS ARE MISSING. 9. ONE DRINKING FOUNTAIN BASIN IS NOT DRAINING PROPERLY. B112/ DANCE: 7. CO2 SENSOR COVER IS MISSING/BROKEN. 10. EVACUATION MAP IS NOT POSTED. 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: 7. ONE CAN LIGHT IS OUT. ONE CAN LIGHT IS BAD.

School Facility Conditions and Planned Improvements

				C107/ ADMIN/ RECEPTION: 7. THREE CAN LIGHTS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. C111/ PRINCIPAL: 7. SURGE PROTECTORS ARE DAISY CHAINED. C135: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. C136/ COMPUTER CLASSROOM: 7. FLOOR ETHERNET COVER IS BROKEN/MISSING. FLOOR OUTLET COVER IS MISSING. C137/ MECHANICAL: 4. WATER DAMAGE TO CEILING (HALLWAY). 7. ONE CAN LIGHT IS LOOSE (HALLWAY). 10. FIRE SPRINKLER ESCUCHEON IS MISSING (HALLWAY). C208: 7. FOUR LIGHT PANELS ARE OUT (STAIRWELL). C215: 7. ONE LIGHT PANEL IS BAD (PINK BULBS). FLOOR OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. C217: 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. (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 ADEQUATE) MENS REST ROOM: 7. CAN LIGHT IS OUT AT ENTRY WAY. ONE LIGHT FIXTURE IS OUT. WOMENS REST ROOM: 7. ONE LIGHT FIXTURE IS OUT. 8. ONE STALL IS OUT OF ORDER. (MENSTRUAL NOTICE NOT ADEQUATE)
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	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. C217: 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 LIGHT FIXTURES ARE OUT. ONE CAN LIGHT IS OUT. 9. FAUCETS HAVE A DRIP. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM: 4. CRACKS IN INTERIOR WALLS. 8. MENSTRUAL PRODUCTS ARE NOT

School Facility Conditions and Planned Improvements

				READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (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) UNISEX REST ROOM: 8. TOILET IS LOOSE AT BASE. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Safety: Fire Safety, Hazardous Materials	X			B101/ GYM: 11. PAINT IS PEELING ON DOOR FRAME. B112/ DANCE: 7. CO2 SENSOR COVER IS MISSING/BROKEN. 10. EVACUATION MAP IS NOT POSTED. B214/ FITNESS: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. C106/ ADMIN LOBBY: 4. WALL IS MARRED. 11. PAINT IS PEELING ON INTERIOR WALL. C107/ ADMIN/ RECEPTION: 7. THREE CAN LIGHTS ARE OUT. SURGE PROTECTORS ARE DAISY CHAINED. 10. PLUG IN AIR FRESHENER. C135: 4. CEILING TILE HAS A HOLE. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. C209: 4. WATER DAMAGE TO CEILING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CEILING (HALLWAY). 15. SKY LIGHT IS DAMAGED/BROKEN (HALLWAY). C210: 10. EVACUATION MAP IS NOT POSTED. C211: 10. EVACUATION MAP IS NOT POSTED. C214: 10. EVACUATION MAP IS NOT POSTED. C215: 7. ONE LIGHT PANEL IS BAD (PINK BULBS). FLOOR OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. C217: 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).
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			C117/ PUBLIC SAFETY OFFICE: 15. ONE DOOR DOES NOT OPEN/ CLOSE PROPERLY. C207: 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

				C209: 4. WATER DAMAGE TO CEILING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON CEILING (HALLWAY). 15. SKY LIGHT IS DAMAGED/BROKEN (HALLWAY). C215: 7. ONE LIGHT PANEL IS BAD (PINK BULBS). FLOOR OUTLET COVER IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.
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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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	2	4	33	34	47	48
Mathematics (grades 3-8 and 11)	0	1	23	26	35	37

2024-25 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	93	75	80.65	19.35	4.00
Female	40	30	75.00	25.00	3.33
Male	53	45	84.91	15.09	4.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	14	82.35	17.65	7.14
Filipino	0	0	0	0	0
Hispanic or Latino	64	51	79.69	20.31	1.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	29	19	65.52	34.48	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	68	80.00	20.00	4.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	14	70.00	30.00	7.14

2024-25 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	93	74	79.57	20.43	1.35
Female	41	32	78.05	21.95	3.13
Male	52	42	80.77	19.23	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	17	14	82.35	17.65	7.14
Filipino	0	0	0	0	0
Hispanic or Latino	65	50	76.92	23.08	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	16	57.14	42.86	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	85	67	78.82	21.18	1.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	15	75.00	25.00	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	0	0	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	222	190	85.59	14.41	0.00
Female	99	83	83.84	16.16	0.00
Male	123	107	86.99	13.01	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	51	44	86.27	13.73	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	140	120	85.71	14.29	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	9	81.82	18.18	--
White	11	9	81.82	18.18	--
English Learners	77	63	81.82	18.18	0.00
Foster Youth	0	0	0	0	0
Homeless	33	28	84.85	15.15	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	207	176	85.02	14.98	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	36	87.80	12.20	0.00

2024-25 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
- Central office support staff

2024-25 Career Technical Education Programs

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]

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	246
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	2.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0.6

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.

2024-25 California Physical Fitness Test Participation Rates					
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

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.

2025-26 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	17.4	13.3	4.4	9.3	9.9	5.7	8.2	8.9	8
Graduation Rate	75.5	79.8	89.6	85	84.9	86	86.2	86.4	87.5

2024-25 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	182	163	89.6
Female	78	70	89.7
Male	104	93	89.4
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	43	42	97.7
Filipino	--	--	--
Hispanic or Latino	112	97	86.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	76	66	86.8
Foster Youth	--	--	--
Homeless	40	35	87.5
Socioeconomically Disadvantaged	180	161	89.4
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	22	84.6

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

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	318	287	228	79.4
Female	131	123	102	82.9
Male	187	164	126	76.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	71	61	46	75.4
Filipino	--	--	--	--
Hispanic or Latino	205	186	150	80.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	14	9	64.3
White	13	13	12	92.3
English Learners	112	106	88	83.0
Foster Youth	--	--	--	--
Homeless	48	43	34	79.1
Socioeconomically Disadvantaged	292	269	213	79.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	53	45	84.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.33	7.23	6.92	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.92	0.00
Female	8.40	0.00
Male	5.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	19.72	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	0.00	0.00
English Learners	1.79	0.00
Foster Youth	0.00	0.00
Homeless	20.83	0.00
Socioeconomically Disadvantaged	6.85	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.11	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.

2025-26 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 2025. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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

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	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	10	5	
Mathematics	13	12	2	
Science	12	5		
Social Science	23	4	6	

2024-25 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	162.5

2024-25 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)	1.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	15284.92	4149.20	11135.72	106923.06
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	54.6	23.6
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	3.3	12.2

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
AAA WORKSPACE - EPROCUREMENT
AMAZON
AMAZON (E-PROCUREMENT)
BAY AREA COMMUNITY RESOURCES, INC
BAY AREA CREATIVE BAC
BE THE CHANGE CONSULTING LLC
D & D SECURITY RESOURCES, INC.
D HARRIS TOURS INC
EAST BAY BASKETBALL OFFICIALS ASSOC
EDPUZZLE, INC
ELITEGAMINGLIVE, INC
FOLLETT CONTENT SOLUTIONS LLC
FOOD MAXX
GOPHER SPORT
GROWING TOGETHER - BAY AREA INC
KBA DOCUMENT SOLUTIONS, LLC
KUTA SOFTWARE LLC
MENTORING IN MEDICINE & SCIENCE
MID COUNTY OFFICIALS NETWORK
SCHOOL SPECIALTY LLC
SHERMAN GARNETT & ASSOCIATES
US BANK
VARITRONICS, LLC
YONDR, INC.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

2024-25 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 engage in ongoing, rigorous professional learning and collaboration. Our admin team leads weekly meetings, which include opportunities for teachers to model their best practices for colleagues, peer-to-peer feedback, professional learning communities, and data-informed decision-making to monitor the effectiveness of student supports.

All staff 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 engage in weekly collaboration in

Professional Development

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	20	40	4