

Sylvester Greenwood Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Sylvester Greenwood Academy
Street	831 Chanslor Avenue
City, State, Zip	Richmond, CA 94801-3597
Phone Number	(510) 231-1402
Principal	Vincent Rhea
E-mail Address	vrhea@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=2516
Grades Served	9-12
CDS Code	07-61796-0733253

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

The Sylvester Greenwood Academy is the newest alternative high school in the West Contra Unified School District. Our current enrollment of 260 students is comprised almost equally between Hispanic and African-American students. This enrollment reflects the full integration into the Greenwood Academy as a premier credit recovery program. The majority of the students referred to Greenwood were unsuccessful at their respective comprehensive high schools, typically over a two year period. Further, a significant portion of students placed at Greenwood are required by court sanction to return to school. These students have the support of probation officers who regularly monitor their attendance and activities both in and out of the school setting. Finally, a number of our students arrive to Greenwood as a result of truancy and behavioral issues at their previous high school(s). The Greenwood Academy believes that all students can learn and achieve at a high level by maintaining expectations for learning as well as staff providing one to one assistance to differentiate curriculum accordingly. As such, the instructional program is standards-based and uses multiple measures of assessment to monitor student achievement. By implementing strategic and targeted intervention strategies, the staff continues to explore avenues that will augment intellectual development, self-esteem and motivation and individual resiliency. In short, when students graduate from the Sylvester Greenwood Academy, it is our expectation that they will possess the knowledge and skills to be successful young adults in the 21st century.

Our Student Learning Outcomes Include:

- Develop a plan for high school and beyond
- Make continuing and consistent progress toward graduation
- Be informed and empowered to make healthy life choices
- Establish a Personal Plan for Progress
- Make short and long term SMART goals
- Re-evaluate and reassess academic goals for all students
- Establish appropriate priorities that promote student achievement

Overcome Challenges:

- Utilize appropriate skills and behavior to overcome obstacles
- Employ pro-social thoughts and behavior to reduce/prevent cognitive distortions
- Demonstrate self-confidence and self-discipline
- Adjust and adapt to new situations
- Belief in their ability to succeed

Make Informed Decisions and Think Critically

- Gather, synthesize, evaluate and integrate information from a variety of sources
- Organize relevant information, make connections and derive conclusions
- Transfer learned skills across the curriculum and to new learning experiences

Proficient in Algebra

- Apply mathematical knowledge to find solutions to real world problems
- Pass the mathematics portion of the CAHSEE

Effective Communicators

- Read, write, speak and listen effectively
- Understand, interpret, analyze and write about what is read or heard
- Demonstrate a knowledge and use of the stages of the writing process
- Pass the English portion of the CAHSEE

Responsible Citizens

- Work individually and cooperatively to achieve effective solutions

- Resolve conflicts through positive, non-violent actions
- Understand personal citizen rights
- Care for and help the school and community
- Initiate learning and change in their lives

Skilled in Technological Literacy

- Use technology as a tool for learning
- Use of varied computer applications
- Use multi-media resources to support/enhance projects and presentations
- Retrieve information via the Internet

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	3
Grade 10	18
Grade 11	67
Grade 12	173
Total Enrollment	261

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	32.2
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	2.3
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	1.1
White	5.7
Two or More Races	1.1
Socioeconomically Disadvantaged	74.3
English Learners	27.6
Students with Disabilities	11.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	10	6	8	8
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	8	8

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: High Point Reading Intervention: READ 180	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Prentice Hall, Algebra 1 y Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry; Glencoe Advanced Mathematical Concepts (Math Analysis); Prentice Hall, Calculus	Yes	0%
Science	Cambridge Physics Outlet (CPO) High School Chemistry: Prentice Hall Chemistry High School Biology: McDougal Littel Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class)	Yes	0%
History-Social Science	World Geography and Cultures, Glencoe, Cultural Geography High School World History: The Modern World McDougal Littell High School US History: The Americas McDougal Littell High School Economics: McDougal Littell Economics 2007 edition Prentice Hall Magrudar's American Government, American Government	Yes	0%
Foreign Language	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4) Pearson Prentice Hall: Realidades (Spanish 1,2,3)	Yes	0%
Health	Glencoe/McGraw-Hill: Teen Health Course	Yes	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science, despite the lack of an actual lab classroom	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Paint the curb red at the drop off area (work order submitted).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	2	32	44
Mathematics	0	22	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	91	65	71.4	77	12	2	0
Male	11		39	42.9	79	10	0	0
Female	11		26	28.6	73	15	4	0
Black or African American	11		22	24.2	73	23	0	0
Asian	11		0	0.0	--	--	--	--
Filipino	11		1	1.1	--	--	--	--
Hispanic or Latino	11		38	41.8	79	8	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	11		1	1.1	--	--	--	--
Two or More Races	11		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	11		40	44.0	80	13	0	0
English Learners	11		24	26.4	75	8	0	0
Students with Disabilities	11		11	12.1	91	0	0	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	91	61	67.0	93	3	0	0
Male	11		35	38.5	94	3	0	0
Female	11		26	28.6	92	4	0	0
Black or African American	11		21	23.1	86	10	0	0
Asian	11		0	0.0	--	--	--	--
Filipino	11		1	1.1	--	--	--	--
Hispanic or Latino	11		35	38.5	97	0	0	0
White	11		1	1.1	--	--	--	--
Two or More Races	11		2	2.2	--	--	--	--
Socioeconomically Disadvantaged	11		38	41.8	95	0	0	0
English Learners	11		22	24.2	95	0	0	0
Students with Disabilities	11		11	12.1	91	0	0	0
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	4	0	46	48	46	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	0
Male	0
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Hispanic or Latino	0
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	0
Foster Youth	--

Note: Scores are not shown 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.

Career Technical Education Programs (School Year 2014-15)

At the Sylvester Greenwood Academy, students are afforded several opportunities to explore prospective career opportunities. First and foremost, with our many community partners - some who solely meets to address college and career options with students, our school has indeed experienced an upward trend in providing with vital information that will assist them achieve their post-secondary goals and aspirations. The counselor is available in the morning hours for students to schedule an appointment to review colleges, trade schools, military options, etc. by reviewing the requirements and expectations for each institution. Secondly, through the establishment of our daily Advocacy period and 7th period Enrichment program, students have access to generating resumes, completing job applications, completing independent research projects as well receiving tutorial assistance. Once again, these programs are instrumental in helping our students realize the skills and qualifications they will need following high school in an effort to be competitive young adults in the 21st century. Furthermore, students at the Greenwood Academy participate in a variety of study trips that focus on prospective career opportunities and technical trades. These study trips provide our students with direct knowledge and experience as they learn about an array of career options and possibilities. Finally, it is our goal during the spring 2016 to host a career fair in conjunction with Mr. Reggie Figgs and the Wellness Center. Our partners DROC and the Y-Team are overseeing the College and Career program, will serve as the coordinator in working on this joint project with our external support providers.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	30
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	97.7
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts		6	8	42	35	38	57	56	58
Mathematics		6	4	41	35	36	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	55	22	23	56	31	13
All Students at the School	92	4	4	96	4	
Male	100			100		
Female	86	7	7	91	9	
Black or African American	92	8		100		
Hispanic or Latino	91		9			
Socioeconomically Disadvantaged	100					

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

All students and parents are required to attend an Orientation Intake meeting prior to their official enrollment at the Greenwood Academy. The district's annual "Back-to-School-Night" and "Open House" events provide parents with the opportunity to meet with the staff and discuss individual student needs or concerns. Further, phone calls are made daily to parents/guardians for students who are absent from school or experiencing truancy issues. The principal also holds monthly conferences with respective parents to review attendance, citizenship and academic progress. Another manner in which parents become actively involved in their son or daughter's education is through the School Site Council, whereby monthly meetings are scheduled to review school wide policies and programs as well as provide recommendations on how to best allocate student funding. As one of our chief priorities for the 2015-2016 school year, the staff at Greenwood established a goal to increase the level of parent involvement by 33%. This goal will be measured and determined by the increase in weekly conferencing with the principal and office staff as well as instituting a Saturday School program that focuses on community service and enrichment. In addition, it is our goal to organize three Family Night Socials, whereby an open invitation is extended to all Greenwood family members. Currently, the office staff and principal hold approximately 20-25 parent conferences a week to address academic progress, attendance and behavioral issues. On a final note, with the advent of a new Health Center on the Greenwood campus, counseling agencies such as the Wright Institute, DROC, Bay Area Peacekeepers, the Y Team, provide on-going parent education and outreach.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	18.20	13.30	14.60	18.20	13.30	14.60	13.10	11.40	11.50
Graduation Rate	75.72	79.88	77.68	75.72	79.88	77.68	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	35.34	80.04	84.6
Black or African American	46.51	76.99	76
American Indian or Alaska Native		100	78.07
Asian		91.43	92.62
Filipino		94.8	96.49
Hispanic or Latino	29.41	76.11	81.28
Native Hawaiian/Pacific Islander		84	83.58
White	50	82.55	89.93
Two or More Races		64.29	82.8
Socioeconomically Disadvantaged	50	60.08	61.28
English Learners	27.5	54.21	50.76
Students with Disabilities	35.96	77.49	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	17.15	5.17	5.74	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

A process for school safety has been established district wide and is chief priority at Greenwood Academy. Currently, with the merger of the alternative sites district-wide, Greenwood Academy has been assigned 3 campus security personnel. The school is supervised from 7:30 a.m. to 4:00 p.m. daily. All visitors are required to sign in at the office. All school personnel, including students are asked to wear an ID badge and lanyard. Our 2015-2016 school safety initiative is driven by the daily support of our numerous counseling agencies and programs on site. Over the last five years, Greenwood Academy has partnered with The Wright Institute School of Clinical Psychology, Bay Area Peace Keepers, Bay Area Community Resources, The RYSE center, Community Violence Solutions, Planned Parenthood, etc. to implement coordinated services that support the well-being and safety of all students. Our external support providers participate in the weekly collaboration and provide staff updates relative to their respective programs. As a staff, via collaboration and monthly staff meetings, we consistently review school -wide safety protocols and procedures and make the necessary adjustments that will enhance the school environment in a positive fashion.

Our current service providers provide the following support and services to students:

- The Wright Institute: The School-Based Collaboration (SBC) is a strategic response to a confluence of systemic barriers--including discrimination, violence, racism and poverty--that affect the academic performance and social-emotional development of youth at Gompers Continuation High School. SBC's mission is to foster academic and life success in children from multiply-stressed communities. We approach each school as a system, and looking for the places where clinical skills can make a difference.
- Bay Area Peace Keepers: Bay Area Peacekeepers, Inc. (BAP) seeks to help save lives by bringing hope and change to those that society has discarded and that have been negatively impacted by gangs and neighborhood violence. BAP aims to bring support

and advocacy to communities, schools, institutions, and families by being intimately involved with these groups and individuals

- Bay Area Community Resources (DROC program): Bay Area Community Resources (BACR) promotes the healthy development of individuals, families and communities through direct services, volunteerism and partnerships in the San Francisco Bay Area. Discovering the Reality of Our Community (DROC) is a youth activated, youth focused, alcohol and other drugs prevention program. We work with students at Gompers High Schools in Richmond, CA.
- The RYSE Center/DROC: RYSE engages diverse communities of young people in West Contra Costa across an array of programming, services, and recreational activities grounded in social justice, harm reduction, and youth leadership.
- STAND: A counseling support organization that addresses domestic violence and the formation of healthy relationships.
- Childcare centers at Richmond High for teen parents attending high school.
- Adolescent Parent Program: a half-day school program for pregnant teens. Located at Richmond High, it is open to any WCCUSD student.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	No	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	No	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	13	13	1		8	18			22	4	7	
Mathematics	15	7	2		27		5		24	1	4	
Science	21	5	1		27	1	4		22	1		
Social Science	18	10	4		23	5	8		25	3	7	1

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	250
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.30	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.10	N/A
Resource Specialist	2.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7814.78	\$7293.35	\$521.44	\$49428.38
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-94.6	-12.3
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-90.2	-32.3

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Greenwood Academy include:
 ESEA-Title I
 Economic Impact Aid
 Sp Ed, IDEA Basic Local Entit 1
 Special Ed-E
 Chevron grant for community based providers
 Title 1 monies for Extended Learning summer program
 LCAP funding in alignment with the School Plan for Student Achievement

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Advanced Placement (AP) Courses (School Year 2014-15)

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

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Through weekly collaboration and monthly staff meetings, all members at Greenwood Academy have committed themselves to participating in the following professional development opportunities for the 2014-2015 school year:

- Informational Writing and Reading Courses through the District
- District Mathematics Workshops
- Common Core State Standards Modules and Implementation of the Common Core Frameworks
- Shared Common Core Modeling
- Establishment of Enrichment Class and Prospective Research Projects
- Utilization of Technology in the Classroom as a Means to Augment Student Engagement
- Implementation of the Advocacy Period
- Coordination with External Counseling and Support Providers.
- Proactive Classroom Management Strategies
- Restorative Justice and Practices
- Review of Explicit Direct Instruction and Lesson Design
- Articulating Instructional Strategies and Activities
- College and Career Awareness
- Development of SMART Goals
- WASC Action Plan Response and Focus Groups
- Safety and Disaster Preparedness
- Promotion of Incentives to Increase Daily Attendance

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principal, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.