Sylvester Greenwood Academy
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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

About This School

Contact Information (School Year 2016-17)

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	www.wccusd.net/Page/2516
CDS Code	07-61796-0733253

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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 i 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, 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
- Believe in their ability to succeed and develop a positive mindset.

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

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

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 2015-16)

Grade Level	Number of Students
Grade 9	1
Grade 10	21
Grade 11	110
Grade 12	224
Total Enrollment	356

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	33.4
American Indian or Alaska Native	0.3
Asian	2.2
Filipino	1.1
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	0.3
White	4.2
Two or More Races	1.4
Socioeconomically Disadvantaged	84.3
English Learners	27
Students with Disabilities	11.2
Foster Youth	1.4

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	6	8	12.60	12.60
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	8	1	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	1	1

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.4	6.6
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 9-12) / 2001 National Geographic, Edge (ELD gr 9-12) / 2014	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Prentice Hall, CA Algebra I / 2001 Key Curriculum Press, Discovering Geometry / 2008 Key Curriculum Press, Discovering Advanced Algebra / 2004	Yes	0%
Science	McDougal Littell, Biology / 2008 Prentice Hall, Chemistry / 2007	Yes	0%
History-Social Science	Glencoe, World Geography and Cultures / 2007 McDougal Littell, Modern World History, The Americans / 2006 Houghton Mifflin, Economics, Concepts & Choices / 2007 Prentice Hall, Magruders American Government / 2006	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	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004	Yes	0%
Visual and Performing Arts	Art supplies/materials for classroom projects (paint, paper, clay, glue, glitter, brushes etc...)		
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

As a brand new school, our facility should be exemplary. However many of our fixtures were never installed. The classrooms never received the blinds that would allow optimal use of technology. The air circulation on the 2nd floor is so poor that during hot days many rooms are near 100 degrees. We do not have a staff parking lot and several cars have been vandalized while parked on the streets. Our landscaping is full of weeds and the the living wall that was proposed between Leadership Public Schools and Greenwood never was planted. It remains a plain jail like fence.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
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	Wood window sill carved by student in room 136 - never repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	The large video monitor is not working in the C Building.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Student bathrooms are often without soap or toilet paper
Safety: Fire Safety, Hazardous Materials	X			Teachers would like peep holes installed in solid classroom doors for safety purposes.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All windows should equipped with blinds to allow technology use in classrooms. Weeds around all trees on school campus. The exterior LED monitor on the corner of 9th street has been out of order since 9/2016.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
English Language Arts/Literacy	2	6	33	35	44	48
Mathematics	0	1	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	157	125	79.6	6.5
Male	11	85	65	76.5	1.6
Female	11	72	60	83.3	11.7
Black or African American	11	55	44	80.0	7.0
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	83	67	80.7	4.5
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	87	70	80.5	1.4
English Learners	11	38	30	79.0	
Students with Disabilities	11	12	9	75.0	
Foster Youth	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	157	120	76.4	0.8
Male	11	84	60	71.4	
Female	11	73	60	82.2	1.7
Black or African American	11	55	42	76.4	
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Hispanic or Latino	11	82	63	76.8	

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	--	--	--	--
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	88	69	78.4	
English Learners	11	37	29	78.4	
Students with Disabilities	11	12	7	58.3	
Foster Youth	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	4	0	2	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	55	41	74.6	2.4
Male	33	24	72.7	4.2
Female	22	17	77.3	
Black or African American	24	17	70.8	
Hispanic or Latino	27	20	74.1	
Socioeconomically Disadvantaged	36	26	72.2	3.9
English Learners	18	14	77.8	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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 2015-16)

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 BACR 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 2015-16)

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

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	97.7
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	2.3

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 physical education.

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 (School Year 2016-17)

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 upon enrollment. Further, phone calls are made daily to parents/guardians for students who are absent from school or experiencing truancy issues. Additionally, the principal facilitates monthly conferences with respective parents to review attendance, citizenship and academic progress. From a school wide perspective parents can also become actively involved in their son or daughter's education via 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 2016-2017 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 and documentation with the principal and office staff. Our evidence will be through the Sign-In log and minutes for all parent meetings. Currently, the office staff and principal hold approximately 20-25 parent conferences on a weekly basis to address academic progress, attendance and behavioral issues. It would be highly beneficial, however, to employ a bilingual clerk to communicate with a majority of our families.

The greatest challenge to augmenting parental involvement is the language barrier. More than 65% of our families speak Spanish as their main language. Although our student population is small with only 250 students, it is a critical component that we continue to explore strategies to enhance parental and community involvement. As such, one of our Special Education Instructional assistants, currently assists with translation services following the work day

It is our goal to organize three Family Night Socials, where an open invitation is extended to all Greenwood family members. Two nights will be held to help families fill out the FAFSA application and the Richmond Promise paperwork to help our students realize their dreams to attend college/university. Our Community Partners of BACR will create a cohort for each staff member and shepherd each senior through the financial aid process.

On a final note, with the Health Center on the Greenwood campus, counseling agencies such as the Wright Institute BACR, the Y Team and Kaiser Permanente, provide ongoing 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	13.30	14.60	7.20	13.30	14.60	7.20	11.40	11.50	10.70
Graduation Rate	79.88	77.68	84.74	79.88	77.68	84.74	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	51	88	86
Black or African American	59	87	78
American Indian or Alaska Native	0	20	78
Asian	40	100	93
Filipino	100	95	93
Hispanic or Latino	48	85	83
Native Hawaiian/Pacific Islander	33	72	85
White	42	90	91
Two or More Races	100	85	89
Socioeconomically Disadvantaged	67	56	66
English Learners	43	63	54
Students with Disabilities	36	46	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.2	5.7	9.3	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

A process for school safety has been established district wide and is a chief priority at Greenwood Academy. Greenwood Academy has been assigned 3 campus security personnel, 2 male and 1 female. Additionally there is school resource officer who is actively involved working students, parents and staff to assist in the supervision and safety of the school campus. As such, the school is supervised from 7:30 am to 4:00 pm daily. All visitors are required to sign in at the Main office via a log, and students as well as staff are required to wear to appropriate an identification badge. Our 2016-2017 school safety initiative is in direct response to the daily support an articulation to the varied 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 Community Resources, the Y-Team and Kaiser Permanente of Richmond to implement coordinated services that support the well-being and safety of all students. Considering a majority of our student have indeed been impacted by multiple traumatic experiences in their lives, support personnel specializing in supporting and servicing the emotional needs of students on a daily basis is essential. When a student conflict transpires, counseling support staff have been trained by the Wright Institute in Restorative Justice practices to assist in providing appropriate resolution and coping mechanism strategies to resolve issues. As such, 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 and proactive manner.

In doing so, current service partners provide the following support and services to our 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 Greenwood Academy. 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 Community Resources (DROC program):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 Greenwood Academy in Richmond, CA.
- The Y Team: On our site, the counselors provide individual counseling and targeted group work (Young Men, Teen Parents, Drug Awareness, and the Sister Circle)
- Adolescent Parent Program: a half-day school program for pregnant teens. (located at Richmond High, it is open to all female WCCUSD students).

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	8	18			22	4	7		22	4	8	
Mathematics	27		5		24	1	4		18	8	4	
Science	27	1	4		22	1			22	3	7	
Social Science	23	5	8		25	3	7	1	25	1	18	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	122
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	1.00	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.20	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	16860.90	5454.25	11406.64	67702.64
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	77.9	4.0
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	100.9	-10.7

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at the Sylvester Greenwood Academy include:

CENTRAL SUPPLEMNTL/CONCENTRATION
EDUCATION PROTECTION ACCOUNT
SP ED IDEA BASIC LOCAL ENTITL
SPECIAL ED - E
PARCEL TAX
MRAD
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 2015-16)

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 of at least one student.

Professional Development (Most Recent Three Years)

Through weekly collaboration, monthly staff meetings and the new individual professional development through Edivate, all members at Greenwood Academy have committed themselves to participating in the following professional development opportunities for the 2016-2017 school year:

Universal Design
Mindful Life Project
Distinguished Speakers Series at Saint Mary's College
Mindfulness in the Garden
Classroom Management Protocols and Procedures
Trauma Informed Instruction
Adverse Childhood Experiences
Restorative Justice
Greenwood Community Garden
Administrative Credentialing program through California State University East Bay
Community Based Schools WCCUSD
Richmond Promise Scholarship Program
Kaiser Permanente of Richmond
Y-Team Health Center Oversight
Richmond Youth Works Programs
Job Corps

LIST FROM 2014-2015
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
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.