Greenwood Academy

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2017-18)	
School Name	Greenwood Academy
Street	831 Chanslor Avenue
City, State, Zip	Richmond, Ca, 94801-3533
Phone Number	510-231-1402
Principal	Allison Huie, Principal
E-mail Address	ahuie@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=25
County-District-School (CDS) Code	07617960733253

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

Sylvester Greenwood Academy is the newest 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 development. Our average enrollment of 250 students is comprised almost equally between Hispanic and African-American students. As a continuation school, the majority of students referred to Sylvester Greenwood are credit deficient and not on track to graduate. A significant portion of students enrolled at Greenwood are 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 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/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 an after school academy and saturday academy program and a college & career readiness class. 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 & Career able to:
• Assess my strengths and talents realistically
• Maximize my skills and seek opportunities to highlight my talents
• Make actionable plans for future success

Independent Thinkers able to:
• Use positive leadership while establishing and accomplishing goals

Socially responsible members of society able to:
• Show respect for self and others
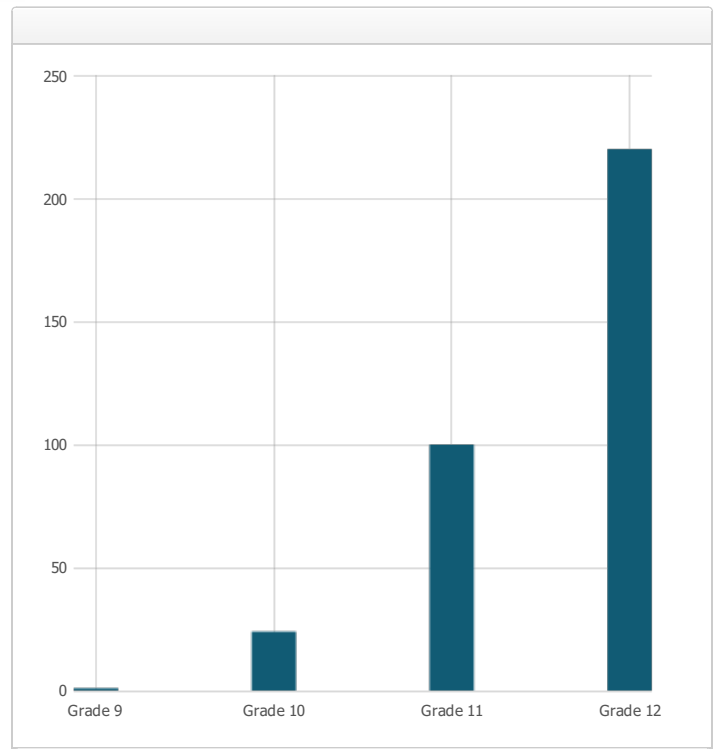• Value and practice community service

Effective Communicators able to:
• Read, write, and speak thoughtfully
• Effectively participate as a member of a team

Last updated: 1/22/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	1
Grade 10	24
Grade 11	100
Grade 12	220
Total Enrollment	345

Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	28.7 %
American Indian or Alaska Native	0.3 %
Asian	3.2 %
Filipino	1.7 %
Hispanic or Latino	57.1 %
Native Hawaiian or Pacific Islander	0.3 %
White	7.0 %
Two or More Races	1.2 %
Other	0.5 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.0 %
English Learners	29.0 %
Students with Disabilities	11.6 %
Foster Youth	1.2 %

Last updated: 1/25/2018

# 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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	8	12	18	1192
Without Full Credential	0	1	1	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	8	1	0	14
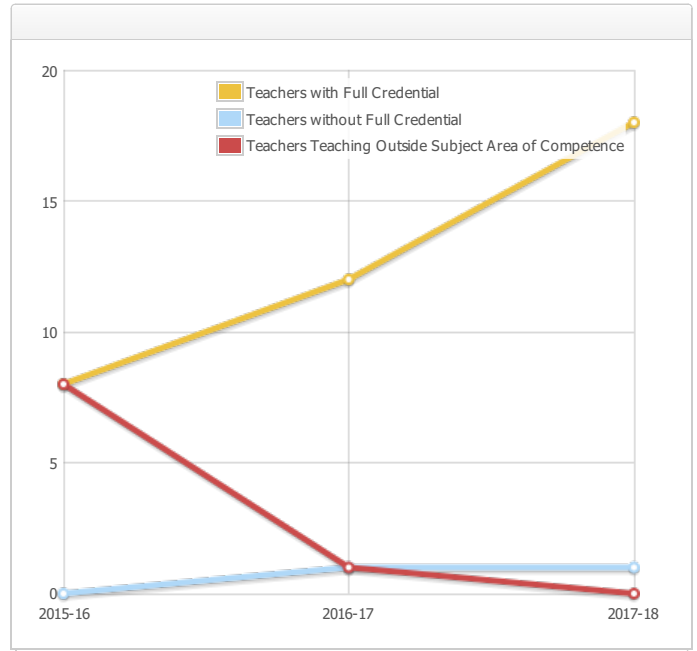
Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	1	2	1
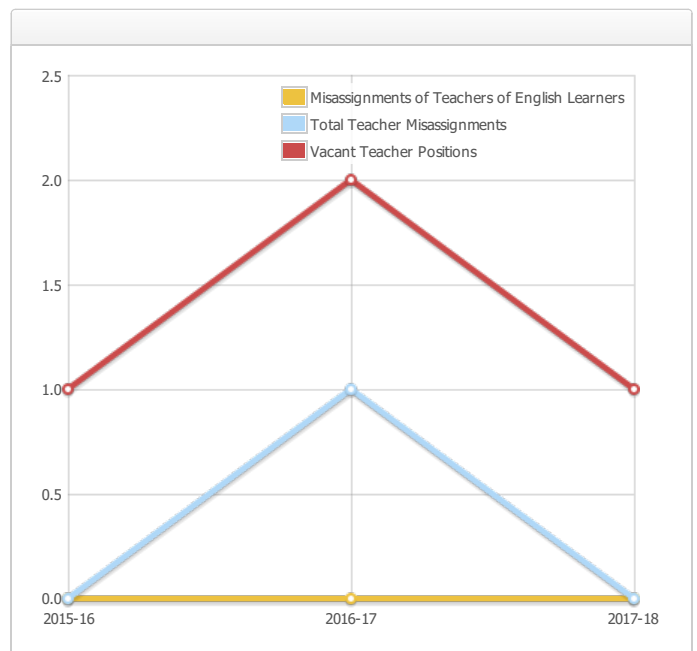
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall Literature, c2002 National Geographic Edge, (ELD) c2014 - adopted 2014		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008 Key Curriculum Press Discovering Algebra 2, c2004		0.0 %
Science	McDougal Littell Biology, c2008 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004		0.0 %
History-Social Science	Glencoe World Geography & Cultures, (Foundations of Cultural Geography) c2008 McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruders American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008		0.0 %
Foreign Language	Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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.

Last updated: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Actions were/will be taken to ensure: There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Actions were/will be taken to ensure: There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	Lighting appears to be adequate and working properly, including exterior lights. Actions were/will be taken to ensure: There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	Actions were/will be taken to ensure:

		The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Roof systems appear to be functioning properly. Actions were/will be taken to ensure: Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be in tact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Actions were/will be taken to ensure: There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good

Last updated: 1/24/2018

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. 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); 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	6%	6%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	1%	1%	25%	25%	36%	37%

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.

Last updated: 1/25/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	142	86.06%	
Male	101	90	89.11%	
Female	64	52	81.25%	
Black or African American	45	38	84.44%	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	101	89	88.12%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	133	118	88.72%	
English Learners	54	49	90.74%	
Students with Disabilities	14	14	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/25/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	140	84.85%	
Male	101	87	86.14%	
Female	64	53	82.81%	
Black or African American	45	37	82.22%	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	101	89	88.12%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	133	115	86.47%	
English Learners	54	48	88.89%	
Students with Disabilities	14	14	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/25/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| | Percentage of Students Scoring at Proficient or Advanced | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	0.0%	2.0%	46.0%	40.0%	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.

Note:The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

Career Technical Education Programs (School Year 2016-17)

List of CTE programs:

Computer Apps
Graphics Digital Arts P

Last updated: 12/4/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	116
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.0%

Last updated: 12/4/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	90.4%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

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 for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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 family conferences with respective parents to review attendance, citizenship and academic progress. Parents can also become actively involved in their son or daughter's education via the School Site Council (SSC), English Learner Advisory Council (ELAC) or the African American Parent Advisory Council. Each of these groups work to review student outcomes, and school policies and programs with the goal to provide recommendations on how to best allocate school resources. A School Community Outreach Worker position was added this year with the express purpose of improving communication with and services to students & families. Additional support to families is provided via our many community partners, including Contra Costa College, Richmond Promise, Bay Area Community Resources, Catholic Charities, Kaiser Permanente, and UC Berkeley Wright Institute, among others. Our Full Service Community Schools Director coordinates the services of all of these partners, in conjunction with District programs to provide ongoing education and outreach to parents, in addition to direct services.

State Priority: Pupil Engagement

Last updated: 1/22/2018

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	29.4%	26.5%	34.3%	14.6%	7.2%	8.7%	11.5%	10.7%	9.7%
Graduation Rate	27.8%	35.9%	31.4%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
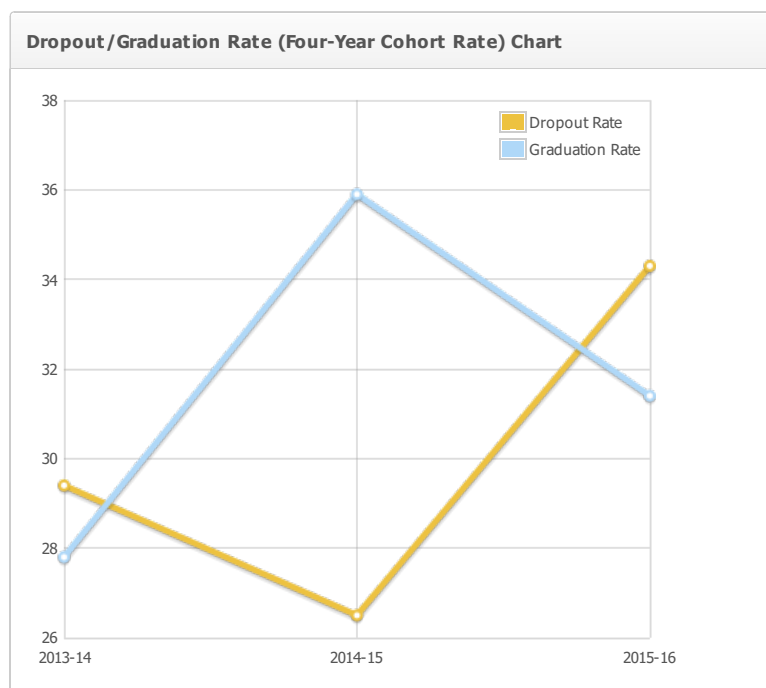
Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

| Student Group	School	District	State
All Students	38.0%	84.9%	87.1%
Black or African American	30.3%	78.7%	79.2%
American Indian or Alaska Native	0.0%	100.0%	80.2%
Asian	66.7%	94.7%	94.4%
Filipino	100.0%	97.2%	93.8%
Hispanic or Latino	37.8%	83.2%	84.6%
Native Hawaiian or Pacific Islander	100.0%	100.0%	86.6%
White	20.0%	84.5%	91.0%
Two or More Races	100.0%	93.8%	90.6%
Socioeconomically Disadvantaged	37.2%	85.0%	85.5%
English Learners	28.8%	60.9%	55.4%
Students with Disabilities	28.0%	61.4%	63.9%
Foster Youth	50.0%	68.8%	68.2%

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.7%	9.3%	9.6%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
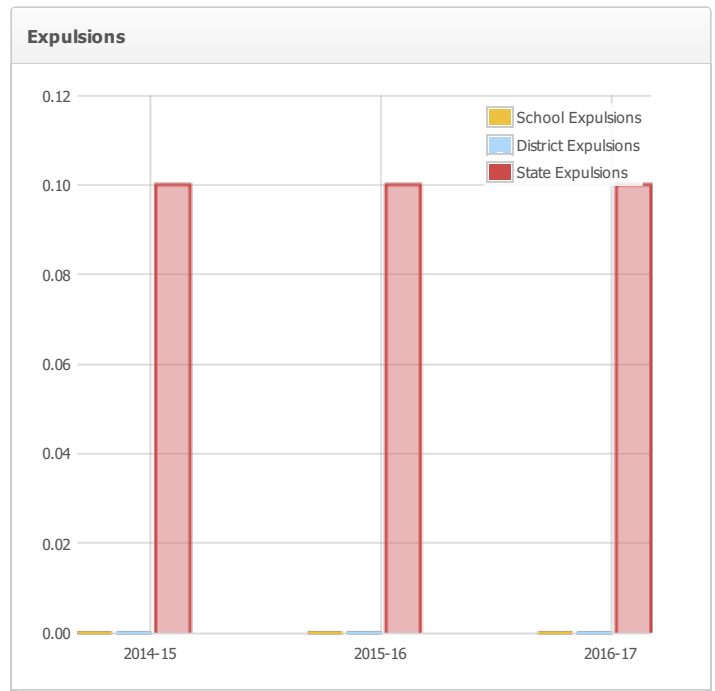
Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System.

Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2017-2018	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+	2016-17 Average Class Size	Number of Classes * 1-22	23-32	33+
English	22.0	4	7	0	22.0	7	5	0	19.0	8	7	0
Mathematics	24.0	1	4	0	18.0	9	3	0	20.0	6	4	0
Science	22.0	1	0	0	22.0	5	5	0	17.0	9	2	0
Social Science	25.0	3	7	1	25.0	4	15	0	21.0	12	6	0

* 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.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	250.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	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.

Last updated: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$41698.3	$28667.0	$13031.3	$73559.2
District	N/A	N/A	$10107.3	$61169.5
Percent Difference – School Site and District	N/A	N/A	25.3%	18.4%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	65.9%	-7.4%

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

Last updated: 1/17/2018

## Types of Services Funded (Fiscal Year 2016-17)

- ACCELERATE - TARGETED SCHOOL SUPPORT

- COLLEGE GOING CULTURE

- EXTRA CURRICULAR SITE ALLOCATION

- FULL SERVICE COMMUNITY - WHOLE CHILD

- SCHOOL SUPPORT - EXTRA CURRICULAR

- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,021	$47,808
Mid-Range Teacher Salary	$63,219	$73,555
Highest Teacher Salary	$84,748	$95,850
Average Principal Salary (Elementary)	$95,040	$120,448
Average Principal Salary (Middle)	$100,743	$125,592
Average Principal Salary (High)	$112,510	$138,175
Superintendent Salary	$231,795	$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
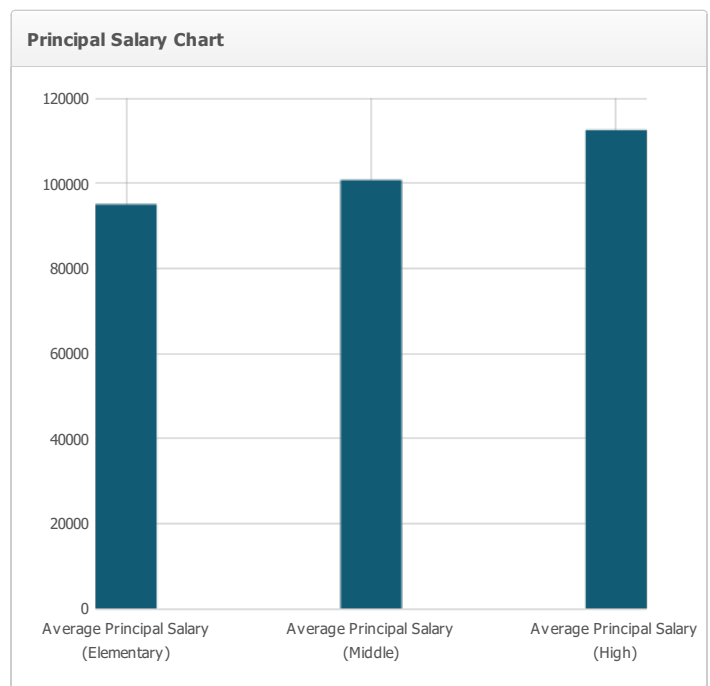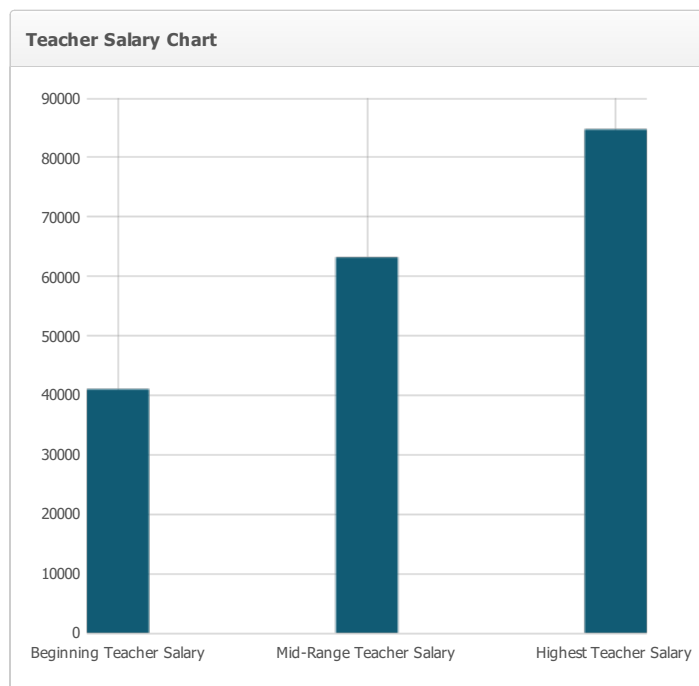
Last updated: 1/25/2018

Professional Development

Faculty and staff at Sylvester Greenwood have many opportunities to engage in professional learning that helps to improve professional practice and leads to better outcomes for students. All of the adults on campus come together at least once a month for whole-staff professional learning sessions focused on our school-wide efforts. Classified staff have an additional meeting once a month to learn strategies to support their work with students and families. Additionally, instructional staff engage in weekly whole-group collaboration around achieving school-wide goals as well as department-specific goals. In addition to all of our site-based opportunities, the District provides myriad opportunities for all staff to engage in additional professional learning activities throughout the year.

Last updated: 1/22/2018