

Greenwood Academy

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 <https://www.cde.ca.gov/ta/ac/sa/>.

About This School

Contact Information (School Year 2018—19)



Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

Last updated: 11/28/2018

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 10	14
Grade 11	119
Grade 12	225
Total Enrollment	358

Last updated: 1/22/2019

Student Enrollment by Student Group (School Year 2017—18)

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

Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: October 2018

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 - adopted 2018 National		

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

Last updated: 1/21/2019

School Facility Conditions and Planned Improvements

Last updated: 1/15/2019

School Facility ly

Last updated: 1/28/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

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 (–) indicate data not reported.

Last updated: 1/22/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	140	89.17%	
Male	97	91	93.81%	
Female	60	49	81.67%	
Black or African American	32	29	90.63%	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	105	94	89.52%	
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	132	120	90.91%	
English Learners	68	62	91.18%	
Students with Disabilities	22	20	90.91%	
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: 1/22/2019

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

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 school site

Opportunities for Parental Involvement (School Year 2018–19)

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, we facilitate family conferences 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 recently added 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: 11/28/2018

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 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	26.5%	34.3%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	35.9%	31.4%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	28.2%	7.5%	9.1%
Graduation Rate	30.5%	80.2%	82.7%

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For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2019

State Priority: School Climate

Last updated: 1/22/2019

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

Last updated: 1/22/2019

Last updated: 1/24/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)



Academic Counselors and Other Support Staff (School Year 2017—18)

Note: Cells with N/

Last updated: 1/18/2019

Last updated: 1/25/2019

Types of Services Funded (Fiscal Year 2017—18)

Last updated: 1/9/2019

Last updated: 1/22/2019

Last updated: 11/28/2018