School Accountability Report Card

Issued Spring 2016 for Academic Year 2014–15

Contents

Garfield High School

1255 16th St, San Diego, CA 92101-4759
Phone: (619) 362-4500
E-mail: *jpickett@sandi.net*
Web: *www.sandiegounified.org/schools/garfield-high*
CDS Code: 37-68338-3737962

Jolie Pickett, Principal

School Description and Mission Statement

Garfield High School was the first continuation/alternative high school in the United States, opening in 1929. Garfield is now located on the campus of San Diego City College and provides a student-centered alternative education to students who experience, or have experienced, circumstances disruptive to their educational progress. The student population participates in programs including, but not limited to, the Joint Diploma Program, Giving Everyone a New Educational Start in School (GENESIS) program, Operation Restart: A Contracted Learning Experience (ORACLE), the Expectant Teen Classroom (ETC), infant lab, career technical education courses, and San Diego City College coursework. In addition, there is a High School Diploma Program (HSDP) located on the corner of the Garfield campus.

Students aged 16 years and older qualify to be referred to Garfield due to a variety of academic, social, and personal factors. Students are accepted for enrollment if an appropriate program will meet their needs and on a space-available basis. Incoming students are oriented through the GENESIS program, a two-week course emphasizing school attendance and skill development in the areas of goal setting, responsibility, problem solving, and conflict resolution.

Data and Access

Most of the data in this SARC are from the 2014–15 school year or the two preceding years (2012–13 and 2013–14). Graduation, dropout, and fiscal data are from 2013–14. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2015–16 school year. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: *www.cde.ca.gov/ta/ac/sa/*.

DataQuest

DataQuest is an on-line data tool (*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. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, 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 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

Student Enrollment by Grade Level

Grade Level	Enrollment on October 1, 2014
9	5
10	28
11	54
12	108
Total	**195**

Student Enrollment by Group (2014–15)

Student Group	Number of Students	Percentage of Enrollment
African American	12	6.2
Asian	1	0.5
Filipino	1	0.5
Hispanic	167	85.6
Indochinese	2	1.0
Native American	0	0.0
Pacific Islander	1	0.5
White (Not Hispanic)	10	5.1
Two or More Races	1	0.5
Socioeconomically Disadvantaged	163	83.6
English Learners	46	23.6
Students with Disabilities	34	17.4
Foster Youth	n/a	n/a

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

*   Teacher Credentials: the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
*   Instruction Materials: whether students have access to standards-aligned instructional materials.
*   Facility Conditions: whether facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at *dq.cde.ca.gov/dataquest/*.

Number of Teachers*	School			District
	2013–14	2014–15	2015–16	2015–16
With full credential and teaching in subject area	25	27	26	4,609
With full credential but teaching outside area of competence	0	0	0	243
Without full credential	0	0	0	0
Total	**25**	**27**	**26**	**4,852**

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2015–16, the most current data are reported.

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

*Some of these data were not available at the time of publication. For more up-to-date information, contact the San Diego Unified School District's Human Resources Department.

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2014–15)

The federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), requires all teachers of core academic subjects to be "highly qualified." In general, ESEA requires that each teacher must have: (1) a bachelor's degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by teachers who are compliant with ESEA at this school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. (High-poverty schools are defined as those with student eligibility rates of approximately 40 percent or higher in the free and reduced-price meals program. Low-poverty schools are defined as those with student eligibility rates of 39 percent or lower in the program.) These data do not include independently reporting charter schools. More information on teacher qualifications required under ESEA can be found at the CDE website at *www.cde.ca.gov/nclb/sr/tq/*.

	Percentage of Classes in Core Academic Subjects	
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This school	98.91	1.09
All schools in district	97.69	2.31
High-poverty schools in district	97.66	2.34
Low-poverty schools in district	97.81	2.19

Quality, Currency, and Availability of Textbooks and Instructional Materials (2015–16)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social science, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school. These data were collected in October 2015.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	Yes	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2015–16)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English language arts, mathematics, science, and history-social science), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district's courses, including current instructional materials, may be found in the *Course of Study, TK–12*, revised annually and available on-line at *www.sandiegounified.org/course-study*

School Facility Conditions and Planned Improvements (2015–16)

Garfield High is a modern facility. Some of the rooms have retractable walls that can be used for collaborative teaching. There is a center courtyard where all students can enjoy their lunches surrounded by palm trees, and a multipurpose recreation room that is used for PE and fitness courses and is open for basketball and weight lifting during lunch and after school. For the infant program, there is a playground with swings and slides. The rubberized play area protects infants from injury.

The classrooms are cleaned on an every-other-night basis, which is the district standard. Restrooms, the kitchen, the nurse's office, and the infant lab are cleaned daily. Maintenance of the building is performed by the district's Physical Plant Operations department through a work-order system. The administration does not tolerate graffiti. All graffiti is removed promptly to discourage further incidents.

The safety of students and staff is ensured by a strict policy on fighting and a culture of communication between staff and students. The presence of a campus supervisor and an organized supervision schedule before, during, and after school, involving the vice principal, principal, and counselors, all contribute to a calm and relaxed environment.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status.

Date of most recent inspection: 12/29/14

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, sewer		✓			
Interior: Interior surfaces		✓			
Cleanliness: Overall, pest/vermin		✓			
Electrical: Interior/exterior		✓			
Restrooms/fountains		✓			
Safety: Fire safety/hazardous materials		✓			
Structural: Damage, roofs		✓			
External: Playground, gates, fences		✓			
Overall Rating: 98.71%		✓			

* Repair Status: E = exemplary, G = good, F = fair, P = poor

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the Science California Standards Tests.
- Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathematics in grades 3 through 8 and grade 11. The CAASPP was piloted in 2013–14 and first administered statewide in 2014–15. CAASPP scores are ranked according to four "performance levels": Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a score; however, achievement-level percentages have been calculated using only those students who did receive scores.

CAASPP: All Students, 2014–15

The following table shows the percentage of all students tested whose CAASPP scores indicate that they met or exceeded the state standards for English language arts and mathematics.

	Percentage of Students Meeting or Exceeding State Standards		
Subject Area	**School**	**District**	**State**
English Language Arts/Literacy (Grades 3–8, 11)	11	50	44
Mathematics (Grades 3–8, 11)	0	41	33

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

The following tables show the 2014–15 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

CAASPP: 2014–15, ELA, Grade 11

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Achieving Level 1*	Percentage Achieving Level 2*	Percentage Achieving Level 3*	Percentage Achieving Level 4*
All students at this school	101	70	69.3	50	23	10	1
Male	n/a	39	38.6	46	26	5	3
Female	n/a	31	30.7	55	19	16	0
African American	n/a	3	3	—	—	—	—
Asian	n/a	1	1	—	—	—	—
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	61	60.4	52	26	7	0
Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	1	1	—	—	—	—
White (not Hispanic)	n/a	4	4	—	—	—	—
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	46	45.5	52	24	9	0
English Learners	n/a	24	23.8	50	25	0	0
Students with Disabilities	n/a	2	2	—	—	—	—
Receiving Migrant Ed. Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	—	—	—	—	—	—

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2014–15, Mathematics, Grade 11

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Achieving Level 1*	Percentage Achieving Level 2*	Percentage Achieving Level 3*	Percentage Achieving Level 4*
All students at this school	101	71	70.3	66	10	0	0
Male	n/a	39	38.6	69	8	0	0
Female	n/a	32	31.7	63	13	0	0
African American	n/a	3	3	—	—	—	—
Asian	n/a	1	1	—	—	—	—
Filipino	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	62	61.4	69	10	0	0
Native American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	1	1	—	—	—	—
White (not Hispanic)	n/a	4	4	—	—	—	—
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Socioeconomically Disadvantaged	n/a	47	46.5	62	11	0	0
English Learners	n/a	24	23.8	71	4	0	0
Students with Disabilities	n/a	3	3	—	—	—	—
Receiving Migrant Ed. Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Foster Youth	n/a	—	—	—	—	—	—

* Level 1 = standard not met; Level 2 = standard nearly met; Level 3 = standard met; Level 4 = standard exceeded.

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent three-year period. Science assessments include California Standards Tests (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

	School			District			State		
Grades	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
5, 8, & 10	7	16	n/a	65	68	65	59	60	56

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: Science—By Student Group, 2014–15

Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10.

Student Group	Percentage of Students Scoring at Proficient or Advanced
All students in district	65
All students at this school	—
Male	—
Female	—
African American	—
Asian	n/a
Filipino	n/a
Hispanic	—
Native American	n/a
Pacific Islander	n/a
White (not Hispanic)	n/a
Two or More Races	—
Socioeconomically Disadvantaged	—
English Learners	—
Students with Disabilities	—
Receiving Migrant Education Services	n/a
Foster Youth	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Career Technical Education Programs (2014–15)

Career Technical Education (CTE) in the San Diego Unified School District is a program of study involving a sequence of courses that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a career pathway, which includes: (a) two or more CTE courses in a single, defined field of study, (b) passing of the pre- and co-requisites CTE and core curriculum courses, and (c) passing of at least one CTE advanced-level course. The career pathways are organized within the context of the state-defined 15 different industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Student internships are a required component of the advanced-level CTE course curriculum. CTE programs of study often fulfill the "a–g" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Career Technical Education Participation (2014–15)

Data reported in the following table are intended to measure the performance of the school's career technical education (CTE) programs.

"Number of pupils" is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year.

"Pupils earning a high school diploma who also completed a CTE program" is the number of students who earned a high school diploma during the most recently completed school year *and* who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

"CTE courses sequenced between the school and postsecondary institutions" is the number of CTE courses the school offers that are sequence or linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school students the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

Measure of CTE Program Participation	Participation
Students participating in CTE (number)	n/a
Students earning a high school diploma who also completed a CTE program (%)	n/a
CTE courses sequenced between the school and postsecondary institutions (%)	n/a

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

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the University of California website at *admission.universityofcalifornia.edu/*

California State University

Admission requirements for the California State University (CSU) include three factors to determine eligibility: specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University website at *www.calstate.edu/admission/admission.shtml*.

This table displays, for the most recent year for which data are available, two measures related to the school's courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE website at *dq.cde.ca.gov/dataquest/*.

Measure	Percentage
2014–15 students enrolled in courses required for UC/CSU admission	98.0
2013–14 graduates who completed all courses required for UC/CSU admission	11.0

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes Sate Priority (Priority 8): student outcomes in English, mathematics, and physical education. The results of the California High School Exit Examination (CAHSEE) provide the outcomes in English and mathematics. The results of the California Physical Fitness Test provide the outcomes in physical fitness.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English–language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB). Detailed information regarding CAHSEE results can be found at the CAHSEE website at *cahsee.cde.ca.gov/*.

Note: No group score is reported that would deliberately or inadvertently make public the score or performance of any individual student. Scores are not shown when the number of students tested in a particular student group is 10 or fewer, either because the number of students is too small for statistical accuracy or to protect students' privacy. Such cases are indicated by an asterisk (*).

CAHSEE Results for All Grade 10 Students by Performance Level: Three-Year Comparison

This table displays the percentage of grade 10 students achieving the Proficient or Advanced level in English–language arts and mathematics. Data on students receiving migrant education services are not available.

	School			District			State		
Subject	**2012–13**	**2013–14**	**2014–15**	**2012–13**	**2013–14**	**2014–15**	**2012–13**	**2013–14**	**2014–15**
English Language Arts	13.0	33.0	—	60	56	58	57	56	58
Mathematics	31.0	15.0	—	63	62	61	60	62	59

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

2014–15 CAHSEE Results by Grade 10 Student Group

This table displays the percentage of grade 10 students, by student group, who achieved each performance level in English language arts and mathematics for the most recent (2014–15) CAHSEE testing period. Data on students receiving migrant education services are not available.

	English–Language Arts			Mathematics		
Group	**Not Proficient**	**Proficient**	**Advanced**	**Not Proficient**	**Proficient**	**Advanced**
All Students	0.0	—	0.0	0.0	0.0	n/a
African American	—	—	—	—	—	—
Asian	—	—	—	—	—	—
Filipino	—	—	—	—	—	—
Hispanic	—	—	—	—	—	—
Native American	—	—	—	—	—	—
Pacific Islander	—	—	—	—	—	—
White (not Hispanic)	—	—	—	—	—	—
Two or More Races	—	—	—	—	—	—
Male	—	—	—	—	—	—
Female	—	—	—	—	—	—
Socioeconomically Disadvantaged	—	—	—	—	—	—
English Learners	—	—	—	—	—	—
Students with Disabilities	—	—	—	—	—	—
Receiving Migrant Education Services	—	—	—	—	—	—
Foster Youth	—	—	—	—	—	—
District Totals	38	26	36	36	38	26

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

California Physical Fitness Test Results (2014–15)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percentage of students tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE website at *www.cde.ca.gov/ta/tg/pf/*.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

State Priority: Parental Involvement

This section provides 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 school.

Opportunities for Parent Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

We are committed to communicating with and engaging parents as partners in their children's education. The district's Parent Outreach and Engagement Department serves as a national model in providing opportunities and effective methods for parents, guardians, and family members to participate in the educational process. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students. Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Parents are expected to participate in their child's academic success including ensuring that their child attends school daily and on time.

Opportunities to participate on-site include School Site Council, English Learner Advisory Committee, open houses, and student recognition and excellence programs.

If you want to get involved, please contact the school at (619) 362-4500.

State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):

* High school dropout rates
* High school graduation rates

Dropout Rate and Graduation Rate

This table displays the school's "cohort" dropout rates and graduation rates for the most recent three-year period for which data are available. (A *cohort* is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A *graduate* is a cohort member who earns a regular high school diploma by the end of the cohort's fourth year.) For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* website at *dq.cde.ca.gov/dataquest/*.

	School			District			State		
Indicator	**2011–12**	**2012–13**	**2013–14**	**2011–12**	**2012–13**	**2013–14**	**2011–12**	**2012–13**	**2013–14**
Dropout Rate (cohort)	21.3	20.6	12.2	6.1	5.2	4.5	13.1	11.4	11.5
Graduation Rate (cohort)	39.3	47.7	49.4	87.0	87.9	89.7	78.9	80.4	81.0

Completion of High School Graduation Requirements

Since the graduating class of 2007, students in California public schools have been required to pass both the English–language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. The following table displays, by student group, the percentage of students who began the 2013–14 school year in grade 12 and who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE website at *www.cde.ca.gov/ta/tg/hs/*.

Group	Graduating Class of 2014		
	School	District	State
All Students	111.4	83.8	84.6
African American	87.5	79.4	76.0
Asian	200	91.4	92.6
Filipino	0	93.7	96.5
Hispanic	110.3	79.4	81.3
Native American	50	74.3	78.1
Pacific Islander	150	89.6	83.6
White (not Hispanic)	175	87.4	89.9
Two or More Races	200	89.4	82.8
Socioeconomically Disadvantaged	113.0	81.9	81.4
English Learners	68.75	48.0	50.8
Students with Disabilities	100	45.6	61.3
Foster Youth	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

• Student suspension rates

• Student expulsion rates

• Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates. District figures include charter schools.

Type of Action		2012–13			2013–14			2014–15		
		School	District	State	School	District	State	School	District	State
Suspensions	Number	32	9,622	—	24	7,744	—	13	6,130	—
	Rate/100 students	6.20	3.02	5.07	5.22	2.26	4.36	3.33	1.69	3.80
Expulsions	Number	0	212	—	0	139	—	0	85	—
	Rate/100 students	0.00	0.09	0.13	0.00	0.06	0.10	0.00	<0.05	0.09

School Safety Plan (2015–16)

Last Review/Update: September 8, 2014   Last Discussed with Staff: September 8, 2014

Campus safety is the district's top priority. Principals, teachers, support staff, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

The complete comprehensive site plan is on file in the principal's office at Garfield High School.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English language arts (ELA) and mathematics
- Percentage proficient on the state's standards-based assessments in ELA and mathematics
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP website *www.cde.ca.gov/ta/ac/ay/*.

AYP Overall and by Criteria (2014–15)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	Yes
Participation Rate—English Language Arts	No	Yes
Participation Rate—Mathematics	No	Yes
Percentage Proficient—English Language Arts	n/a	n/a
Percentage Proficient—Mathematics	n/a	n/a
Met Graduation Rate	Yes	Yes

Federal Intervention Program (2015–16)

Schools that receive funding from the federal government under Title I must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification and status can be found at the CDE website at *www.cde.ca.gov/ta/ac/ay/tidetermine.asp*.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	n/a	2009–10
Year in PI*	n/a	3+
Number of Schools Currently in Program Improvement†		147
Percentage of Schools Currently in Program Improvement†		76.2

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

† Includes charter schools.

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

	2012–13				2013–14				2014–15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
Subject		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	7	30	1	—	6	33	—	—	5	30	—	—
Mathematics	9	18	1	—	8	19	—	—	7	21	—	—
Science	9	15	—	—	13	12	—	—	6	15	—	—
History–Social Science	11	14	—	—	8	15	—	—	7	19	—	—

Academic Counselors and Other Support Staff Members (2014–15)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	65.00
Counselor (Social/Behavioral or Career Development)	0.2	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	0.2	
Social Worker	0.0	
Nurse	1.0	
Speech/Language/Hearing Specialist	0.0	
Resource Specialist (Non-Teaching)	0.0	
Other (Specify)	0.0	

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

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or *unrestricted sources* are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental* or *restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: *www.cde.ca.gov/ds/fd/ec/*. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: *www.cde.ca.gov/ds/fd/cs/*. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: *www.ed-data.org*.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$21,718	$2,540	$19,179	$73,942
District (excludes charter schools)			$5,218	$69,748
Difference: School Site and District (%)			267.5	6.0
State			$5,348	$72,971
Difference: School Site and State (%)			258.6	1.3

Types of Services Funded (Fiscal Year 2014–15)

The district's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

After-school academic programs include ACCESS (college prep) program study sessions and academic tutoring in all subjects. Recreational activities include basketball, weightlifting and fitness, and a soccer team that competes in recreational leagues around the county. Other enrichment activities include music writing and recording, organic gardening, and ASB.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website at *www.cde.ca.gov/ds/fd/cs/*.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	$39,983	$43,165
Mid-Range Teacher Salary	$60,754	$68,574
Highest Teacher Salary	$82,578	$89,146
Average Principal Salary (Elementary School Level)	$114,227	$111,129
Average Principal Salary (Middle School Level)	$116,019	$116,569
Average Principal Salary (High School Level)	$126,214	$127,448
Superintendent Salary	$252,960	$234,382
Percentage of Budget for Teachers' Salaries	39	38
Percentage of Budget for Administrative Salaries	5	5

Advanced Placement Courses (2014–15)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered, by subject, and the percentage of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE website at *dq.cde.ca.gov/dataquest/*.

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science	0	
English	0	
History–Social Science	0	
Mathematics	0	
Science	0	
Visual and Performing Arts	0	
World Languages	0	
Total	**0**	**0**

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development and also determine areas of individual need. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Principals also provide the ongoing training needed to be professional site managers. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
			High School Level		
ELA	9	English 1,2	*Literature for California,* Grade 9, McDougal Littell	2009	2008–09
ELA	10	English 3,4	*Literature for California,* Grade 10, McDougal Littell	2009	2008–09
ELA	10	English 3,4 Advanced	*Prentice Hall Literature: World Masterpieces,* Pearson Prentice Hall	2009	2008–09
ELA	11	American Literature 1,2	*Language of Literature, American Literature,* McDougal Littell	2006	2003–04
ELA	11	American Literature 1,2 Honors	*Language of Literature, American Literature,* McDougal Littell	2006	2003–04
ELA	11–12	Contemporary Voices in Literature 1,2	*Contemporary Reader,* 7th ed., Prentice Hall –or– *Legacies,* 2nd ed., Thomson Learning	2004 2002	2003–04 2003–04
ELA	11–12	World Literature 1,2	*The Language of Literature, World Literature,* McDougal Littell	2003	2003–04
ELA	11	English Language & Composition AP 1,2	*Readings for Writers,* Thomson Learning *Norton Reader,* Norton	2004 2005	2004–05
ELA	12	English Literature 1,2	*Timeless Voices, Timeless Themes—The British Tradition,* Prentice Hall	2005	2004–05
ELA	11–12	English Literature & Composition AP 1,2	*Reading Fiction, Poetry, and Drama,* Glencoe/McGraw-Hill	2010	2009–10
ELA	12	Expository Reading and Writing	Teachers of this course receive instructional materials during specialized training.	—	—
ELA	11–12	Writers Workshop 1,2	*Steps to Writing Well, with Additional Readings,* Thomson Learning *Writers INC,* Great Source	2002 2001	2003–04
ELA	12	Contemporary Communications 1,2	*Elements of Literature Sixth Course: Literature of Britain with World Classics,* Holt, Rinehart & Winston	2003	2003–04
ELD	9–12	ESL Newcomers 9th–12th	*Word by Word Basic Picture Dictionary,* Longman	1995	2002–03
ELD	9–12	ESL 1-2	*Champion—Red Level,* Ballard & Tighe *Keys to Learning,* Pearson Longman	2008 2005	2008–09 2008–09
ELD	9–12	ESL 3-4	*Champion—Blue Level,* Ballard & Tighe *Quest: Introduction,* McGraw-Hill ESL/ELT	2007 2007	2008–09 2008–09
ELD	9–12	ESL 5-6	*Quest 1,* McGraw-Hill ESL/ELT	2007	2008–09
H-SS	10	Modern World History & Geography 1,2	*Modern World History: Patterns of Interaction, California Edition,* McDougal Littell	2006	2008–09
H-SS	10	World History 1,2 Advanced	*World History: Modern Times, California Edition,* Glencoe	2006	2005–06
H-SS	10	World History 1-2 AP	*The Earth and Its Peoples,* McDougal Littell	2008	2008–09
H-SS	10-12	European History 1,2 AP	*Western Civilization,* Thomson	2003	2004–05
H-SS	10-12	Psychology 1,2 AP	*Myer's Psychology for AP,* 2nd ed., BFW/Worth	2015	2015–16
H-SS	11	U.S. History & Geography 1,2	*The Americans: Reconstruction to the 21st Century, California Edition,* McDougal Littell	2006	2008–09
H-SS	11	U.S. History & Geography 1,2 Honors	*A People and a Nation,* McDougal Littell	2008	2008–09
H-SS	11	U.S. History 1,2 AP	*AP American History: Connecting with the Past,* McGraw-Hill	2015	2015–16
H-SS	12	Principles of Economics 1	*Economics: Principles In Action,* Prentice Hall	2003	2003–04
H-SS	12	Government 1	*United States Government: Democracy in Action,* Glencoe	2003	2003–04
H-SS	12	American Government in World Affairs	*World Politics in the 21st Century,* Prentice Hall	2004	2004–05
H-SS	12	Government & Politics: United States AP	*Government in America: People, Politics, and Policy, 16th AP ed.,* Pearson	2014	2015–16
H-SS	12	Microeconomics 1 AP	*Economics,* Glencoe/McGraw-Hill	2005	2004–05
H-SS	12	Macroeconomics 2 AP	*Economics,* Glencoe/McGraw-Hill	2005	2004–05
Math	9–12	Integrated Math I	*Mathematics I: Integrated CME Project,* Pearson	2013	2014–15
Math	9	Advanced Integrated Math I	*Mathematics I: Integrated CME Project,* Pearson	2013	2014–15
Math	9–11	Integrated Math II	*Mathematics II: Integrated CME Project,* Pearson	2013	2014–15
Math	9–10	Advanced Integrated Math II	*Mathematics II: Integrated CME Project,* Pearson	2013	2014–15
Math	10–12	Integrated Math III	*Mathematics III: Integrated CME Project, SE,* Pearson	2014	2014–15
Math	10–11	Advanced Integrated Math III	*Mathematics III: Integrated CME Project, SE,* Pearson	2014	2014–15

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Math	9–12	Algebra 1-2	*Prentice Hall Mathematics: Algebra, California Edition,* Prentice Hall	2009	2009–10
Math	9–12	Geometry 1-2	*Prentice Hall Mathematics: Geometry, California Edition,* Prentice Hall	2008	2009–10
Math	10–12	Intermediate Algebra 1-2	*Algebra 2,* Holt	2004	2005–06
Math	10	Intermediate Algebra 1-2 Advanced	*Algebra 2, California Edition,* Glencoe	2005	2005–06
Math	11–12	Precalculus 1-2 Honors	*Precalculus: Graphical, Numerical, Algebraic,* Prentice Hall	2004	2004–05
Math	11–12	Precalculus 1-2	*Precalculus,* Prentice Hall	2004	2004–05
Math	11–12	Statistics and Data Analysis 1-2	*Workshop Statistics: Discovery with Data and the Graphing Calculator,* Key Curriculum Press	2002	2003–04
Math	11–12	Statistics 1-2 AP	*The Practice of Statistics for the AP Exam,* 5th ed., BFW/Freeman	2015	2015–16
Math	11–12	Topics in Discrete Mathematics 1,2	*Finite Mathematics and Calculus with Applications,* Prentice Hall	2002	2003–04
Math	12	Calculus AB 1,2 AP	*Calculus: Graphical, Numerical, Algebraic,* AP 5th ed., Pearson	2016	2015–16
Science	9–12	Earth Science 1,2	*Holt Earth Science, California Edition,* Holt Rinehart Winston	2007	2007–08
Science	9–12	Physics 1,2	*Conceptual Physics,* Pearson Prentice Hall	2006	2007–08
Science	9–12	Physics 1,2 Advanced	*CA Physics: Principles and Problems,* Glencoe/McGraw-Hill	2008	2007–08
Science	11–12	AP Physics 1 A,B	Wilson and Buffa, *Physics,* Prentice Hall	2003	2005–06
Science	11–12	Physics C 1,2 AP	*Physics for Scientists and Engineers,* Cengage	2008	2008–09
Science	9–12	Chemistry 1,2	*Chemistry, California Edition,* Prentice Hall	2007	2009–10
Science	9–12	Chemistry 1,2 Honors	*Principles of General Chemistry,* Glencoe McGraw-Hill	2010	2009–10
Science	11–12	Chemistry 1,2 AP	*Chemistry: The Central Science,* Prentice Hall	2009	2009–10
Science	9–12	Biology 1,2	*BSCS Biology: A Human Approach, 2nd ed.,* Kendall Hunt	2003	2004–05
Science	9–12	Biology 1,2 Advanced	*Biology: Concepts and Connections,* Pearson Prentice Hall	2003	2005–06
Science	11–12	Biology 1,2 AP	*Campbell Biology,* 10th ed., Pearson	2014	2015–16
Science	11–12	Marine Science ,2	*Oceanography: An Invitation to Marine Science,* Thomson	2007	2007–08
Science	11–12	Physiology 1,2	*Principles of Anatomy and Physiology,* Wiley	2006	2005–06
Science	11–12	Environmental Science 1,2 AP	*Environment: The Science Behind the Stories*, AP 5th ed., Pearson	2014	2015–16

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History–Social Studies.