

SCHOOL ACCOUNTABILITY REPORT CARD

GARFIELD HIGH SCHOOL

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Principal

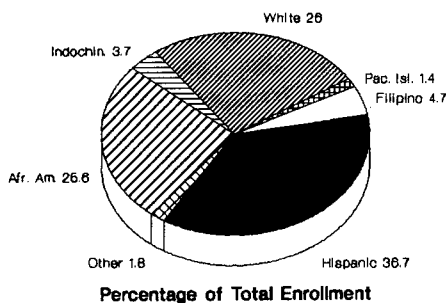
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San Diego City Schools

SCHOOL PROFILE

Garfield High School's mission is to provide a student-centered alternative school. Students are accepted and valued for their unique experiences in an atmosphere that promotes academic excellence in social, vocational, and personal growth, enabling them to achieve success in school and in the community.

Student Racial/Ethnic Composition
1994-95



Its educational program caters to the special needs of students who have, or have had, unique circumstances that have disrupted their attendance in a regular educational setting.

There are two programs at the school: The regular day programs with approximately 450 students, and the Operation Restart: A Contracted Learning Experience (ORACLE) independent home study program with about 400 students.

A combination of factors qualify students for admission to Garfield High. Some students have academic, personal, and social needs to be met. Most have

credit deficiencies. With Garfield's flexible educational programs students coming from different economic, social, and cultural backgrounds get the necessary education to better themselves.

MISSION AND GOALS

San Diego City Schools has adopted a mission statement to guide the district in providing educational programs.

It is the mission of [our district] to educate all students in an integrated setting to become responsible, literate, thinking, and contributing members of a multicultural society through excellence in teaching and learning.

All district schools have set several goals in each of four major areas to accomplish this mission:

- Improving student learning
- Improving teaching
- Enhancing integration and diversity
- Enhancing shared decision-making and community involvement

Garfield's goals support the San Diego City School district's mission and goals.

Garfield emphasizes the following specific areas:

- Providing a safe learning environment
- Helping students develop democratic and civic values
- Using community resources as an integral part of a reality based curriculum

REPORT CARD MEETING, INFORMATION

Date: April 24, 1995

Time: 1:00 p.m.

Place: Garfield Little Theater

Proposition 98 requires all public schools in California to provide information about themselves to the public through a School Accountability Report Card. This report card examines Garfield High School's policies, programs, and progress. At an SSC meeting on April 24 at 1 p.m. parents can discuss the report card and ask questions.

More information about all areas covered in this report card is available at Garfield High. We invite parents to come to Garfield to look at these materials, to meet their children's teachers, and to expand their involvement in their children's education.

- Nurturing and encouraging students to achieve at their highest levels of competence
- Providing classes where decision-making, communication, and social interaction skills are practiced

Our report card is organized around the four district goal areas. This will help parents understand our school's strengths and weaknesses as well as our success in improving the school by meeting the goals we have set.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

Students enrolled at Garfield High School are given the standardized Abbreviated Stanford Achievement Test

(ASAT) to measure the student academic needs in reading and math. The results of these tests are used as one factor in advising the students in class selection. These tests also permit a comparison of achievement to students nationally who

have taken these same tests. ASAT scores are available upon request from the school office. Parents should talk with their child's counselor and teachers to get an understanding of his/her academic progress.

The English as a Second Language (ESL) program at Garfield is progressing with two certified ESL staff persons and another in training. Two bilingual college students work as teacher assistants and assist second language students in their classrooms. The students are programmed into the same section of science, social studies, and math, where they receive supplementary tutorial assistance or limited primary language instruction in Spanish. Those students with other language needs have computer software in their primary language to assist them.

Progress reports are mailed to the homes of all students every six weeks. These reports give information on academic grades they have earned in each class and the percentage of the course work that has been completed at the end of that six-week period.

Garfield High became a schoolwide Chapter 1 school in the schoolyear 1994-95. As Chapter 1 funding becomes based on income variables, we move away from the standardized test scores as criteria for the funding. We continue to support our students' gains in testing environments but look to new ways to make students productive as potential graduates.

■ SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

Garfield has adopted School-to-Career as a focus for the 1994-95 year. A School-to-Career committee composed of staff from all major academic and vocational disciplines was formed. It has developed goals and a time line for their achievement by 1997, when the programs are scheduled to be relocated at a new site.

In the 1994-95 school year, the School-to-Career committee is working on expanding the GENESIS/Fresh Start program. Curriculum units are being developed across the disciplines to address the three fundamental skill areas and five competency areas of the SCANS report,

which inventories school-to-career transition skills. The committee will be developing two new career paths: Hospitality, Tourism, and Recreation, and Medical/Health Careers, as well as expanding current offerings in Child Care, Business, and Industrial Technology.

■ ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Attendance and dropout rates are continuing concerns. We have taken some positive steps in addressing this ongoing situation by incorporating Advancement Via Individual Determination (AVID), Giving Everyone a New Educational Start In School (GENESIS), and Fresh Start.

The counseling staff provides a strong support system for students at risk of dropping out. They continually meet with students and monitor their academic progress.

Alternative programs available include Continuation, Independent Studies, Adult Basic Skills, the California High School Proficiency Examination, the pregnant minor program, the School Aged Parenting and Infant Development (SAPID) program, and a GED prep program.

Garfield continues working with students and families to improve attendance and reduce the number of dropouts. A program of making phone calls by the teacher to homes of students who are absent is proving successful in increasing student attendance. Our school continues to meet the district's objective in decreasing the dropout rate.

REPORT CARD COMMITTEE

The School Accountability Report Card is revised by reviewers from the various committees on Garfield's campus. The school site council (SSC), site governance, and site committee members give input.

■ DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

At Garfield our most recent suspension rates show an overall decrease. As the staff work together to be proactive and preventative, we are reducing our suspension and expulsion statistics. There are many shared hours of conferencing between counseling staff, vice principal, and school police with families. Zero tolerance and a clear message of non acceptance of negative behaviors is allowing the staff to focus clearly on a positive learning climate.

The GENESIS program was created with discipline in mind. This program teaches students the values and behaviors necessary for success at Garfield High School. Early indicators suggest the program is working. Recent information from staff describes a change in attitudes and behaviors by students in the program. Garfield is presently involved in several programs that promote student participation and school spirit:

- Our Associated Student Body works to promote a sense of school spirit. Responsible efforts in community activities and campus sponsored activities make this a viable opportunity for students to learn and exhibit leadership skills.
- Our guidance component has established 6 student specialty and leadership groups whose aims are to identify students who are not ASB members but have genuine leadership potential.
- There is a Garfield clean up crew that is made up of students who have exhibited unacceptable behaviors on campus with graffiti. Word soon reaches other known taggers who are told that the clean up crew does not enjoy cleaning up other people's work. In this way we are being proactive and preventative using peer interaction to slow down the work of taggers and to try and move the taggers into appropriate classes where they can showcase their abilities in a positive way.

TEACHING QUALITY

■ TEACHING ASSIGNMENTS

Do we have qualified teachers?

Our teachers are experienced, with 57 percent possessing advanced degrees. Garfield employs 32 credentialed teachers. The staff is enthusiastic, well-educated, and experienced. All teachers are credentialed to teach their subject area.

■ TEACHER/ADMINISTRATOR EVALUATION

How are teachers and administrators evaluated?

The principal and vice principal formally evaluate tenured teachers every two years. Temporary or probationary teachers are observed frequently and evaluated

yearly. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvement with the teacher.

Principals and vice principals are also evaluated every two years: the principal by a central office supervisor and the vice principal by the principal.

If you are concerned about a teacher, administrator, or other staff member, there are steps that you can take. You can find them in *Facts for Parents* sent home with every student at the start of the school year. You may call the principal or the School Services Division to discuss this subject at any time.

■ SUBSTITUTES

Do we have qualified visiting teachers?

The district maintains a pool of credentialed teachers available for assignment when a classroom teacher is absent.

By state law, credentialed teachers may be a visiting teacher at any grade level and in any subject. We try to place visiting teachers in their area of expertise.

■ INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Garfield High's academic program is based on student needs and current district policy. Our program includes a variety of teaching methods and programs:

- Several departments have developed multi-disciplinary contracts that take into account student differences.
- The AVID program is aimed at identifying and providing support for students with college potential and has been continued.
- The GENESIS program is a five-day student orientation program designed to prepare new students for success at Garfield High School.
- The Fresh Start program is a program that helps students improve their attendance and achievement by setting goals. Student progress is monitored.
- Student awards and recognition programs have been added to support students' social and academic progress.

■ INSTRUCTIONAL TIME

How much time is there for instruction?

Instructional minutes at Garfield meet state instructional time requirements per day. Presently the staff voted and ratified a pilot year of six periods of 47 minute classes with a shared common prep for staff during seventh period. Students are now able to move into their respective communities to provide community service, assist families at home, move into the job market, or enroll in high school

diploma programs. Staff are available for conferences and shared planning for the upcoming relocation of Garfield High.

The site governance team and the school site council have designated four minimum days and eight staff development days planned to enhance development for teachers. We are involved in the second year of the comprehensive site plan cycle. In order to implement the site plan new committees were formed. These committees are involved in county and district training to assist the leadership team in implementing the site plan.

■ TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Garfield High will be relocated by the 1997-98 school year. In order to plan for the new site and make it a school to address needs for the future, many more new plans in training and curriculum improvement are being implemented. This year with the shared common prep period, the staff is developing the idea of study groups to allow staff the time for shared research to determine our needs for the future. A committee of staff from all alternative sites has developed a pilot of the senior portfolio criteria, and Garfield is proud of the reflective essay that all students write prior to earning a new credit. The Assessment Leadership Academy team is a hard working group that is learning about alternative assessment and its implication in our work setting. Technology is moving forward at our site as the committee better enables the staff to work with existing hardware and learn about its application as a classroom tool for teachers and students. The conflict resolution team seeks to find new avenues for communication and problem solving on our campus to better address the needs of students and staff. All of these various groups working in concert with the site governance team and the school site council are making Garfield a better workplace and learning environment.

■ COUNSELING AND SUPPORT SERVICES

What kind of support does Garfield offer students?

Garfield has a counseling staff consisting of four full-time counselors in the continuation program, a full-time district counselor, a full-time career technician, and one counselor for the ORACLE program. Counselors help students with academic, career, social,

and personal problems on a one-to-one basis. Students also receive guidance from our principal and vice principal.

A nurse is assigned four days a week to provide help for the pregnant minor and parenting programs and the regular program.

The human resource program contains many outside agencies which provide motivational speakers and guidance for students.

Counselors are actively involved in the orientation programs for students: GENESIS, and Fresh Start.

The head counselor provides information about tests for college admission through group and individualized guidance. Garfield High School maintains a cooperative effort with the San Diego Community College District in encouraging and supporting transition from high school to the community college.

■ CLASS SIZE

Are classes too large?

On September 30, 1994, Garfield had the following class sizes:

Class Size Distribution					
Subject Area	1-10	11-20	21-30	31-40	41+
Art		5			
Computer Ed.		5			
Drama/Theater					
English		26			
Foreign Lang.					
Health Ed.					
Ind. Study				10	
Mathematics		16			
Music					
Physical Ed.		4			
Science		12			
Social Science		18			
Vocational Ed.	5	16			

Classes offered are listed under the Subject Area column. The numbers across the top indicate how many students are in each of the sections being taught in that subject. For example, there are five sections of art classes with 11-20 students enrolled and in actual attendance. The nature of the school and the independent learning model dictate small class size. Each ORACLE teacher is assigned up to 40 students.

■ SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

The school site covers one city block. The facility consists of one large perma-

ment building, constructed in 1976, and seven bungalows. The grounds are well kept and attractive.

To ensure safety on campus, one full-time school police officer and two full-time and one part-time supervision aide monitor the school grounds. The supervision staff works to provide a safe environment for all students and staff

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

Garfield High follows district textbook adoptions. New texts are chosen by

districtwide committees, administrators, and parents and are then tested in several classrooms. Last year, new world history textbooks were used by our students and new government and economics texts, maps, videos, and computer software are in use this year. In 1995-96 there will be new adoptions in several courses including American Literature, Geometry, Math for College Entrance, and Business Communications. Many new adoptions consist of traditional textbooks, computer software, video discs, video tapes, and maps.

Lost, stolen, and damaged texts have limited the availability of some titles for

homework. Teachers often assign homework which does not require the use of textbooks.

Our library contains over 5,000 volumes, 18 magazine subscriptions, four newspapers, and more than 350 videos. Last year we focused on increasing our collection of Hispanic and Native American materials. This year we are focusing on updating our collection of books about people and places in the world. Bibliographies of books and videos about African American, Asian American, Hispanic American, and Native American history are continually updated and are available to staff and students.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Do students get along with each other?

The goal of Garfield's race and human relations program is to promote accep-

tance and encourage positive attitudes toward diversity, be it racial, cultural, linguistic, physical, or educational. This has been achieved through mini-

mum-day workshops for all staff in the areas of instructional issues and interactional skills, as well as equity and team building.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

How are parents and community involved in Garfield?

Parents and community members at Garfield are becoming positively involved. The staff has made an effort to reach out to the parents and plan activities more in line with family, work, and

home schedules. Parents are involved on the governance team and the school site council. Staff members call students' homes and invite parents to our school activities. This serves as a positive home link, an opportunity to communicate on school issues as needed, and a personal invite to a school activity. Additional programs include:

- School Site Council meetings, which take place six times a year.
- Student Recognition Night: student recognition assemblies held throughout the year, recognizing students for achievements, with parents and community members invited to attend

FINANCES

EXPENDITURES AND SERVICES OFFERED

Where does it all go?

All major budget decisions are made at district offices. With few exceptions, little latitude is offered to Garfield High School to determine use of funds.

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

The adjoining budget chart shows the major areas of district funding for Garfield High and other district high schools. It includes all monies budgeted from the general fund except those for transportation, maintenance and operations, district administration, and central support.

Budget Category	Dollars per Pupil	
	School	H.S. Avg.
Regular Education	3,924	2,659
Special Education	0	217
Integration	0	131
Gifted and Talented	1	26
External Funding	300	339
Total	4,225	3,373

Regular Education—services, materials, and support to the general education program
Special Education—programs offering students with special needs appropriate, individualized education
Integration—the district's voluntary integration effort to counter the racial/ethnic isolation of pupils
Gifted and Talented—specialized learning assistance for students with great ability, achievement, or potential
External Funding—monies from agencies, usually federal or state, earmarked for specific services

Position	Unified Districts (20,000+ ADA)	San Diego (122,581 ADA)
	Annual Salary (\$)	
Beginning Teacher	26,330	24,881
Midrange Teacher	41,438	39,136
Highest Teacher	48,095	48,546
School Principal	65,360	69,086
Superintendent	108,046	125,663
Salary Category	Pct. of Budget [†]	Pct. of Budget [†]
Administrative	5.0	3.8
Teacher	43.9	42.0

[†] Percentage of general fund expenditures. Does not include benefits.