

SCHOOL ACCOUNTABILITY REPORT CARD

GARFIELD HIGH SCHOOL

Ron Echandia
Principal

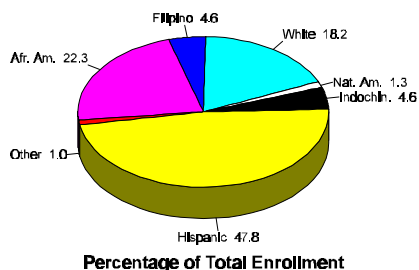
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MARCH 1999
San Diego City Schools

SCHOOL PROFILE

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

**Student Racial/Ethnic Composition
1998-99**



Garfield's motto, "Be the best that you can be," reflects the belief that students can succeed at high levels. Its educational program caters to the special needs of students who experience, or have experienced, circumstances that disrupt their attendance in a regular educational setting.

Garfield has a total population of 720 students. Alternative programs available at Garfield include Advancement Via Individual Determination (AVID), Joint Diploma Program (JDP), High School Diploma Program (HSDP), the California High School Proficiency Examination, Continuation, General Educational Development (GED) preparation, Giving Everyone a New Educational Start in School (GENESIS), Operation Restart: A Contracted Learning Experience (ORACLE) independent studies, the Pregnant Minor Program, Regional Occupational Program (ROP) in infant care, School

Aged Parenting and Infant Development (SAPID), and School-to-Career.

Academic, personal, and social factors, as well as credit deficiencies, qualify students to attend Garfield. Students coming from different economic, social, and cultural backgrounds receive the education to better themselves.

Garfield is located on the campus of San Diego City College.

MISSION AND GOALS

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

The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom.

San Diego City Schools has created an Institute for Learning to support high performance learning at all school sites. The focus of the Institute is to study learning and instructional practice to improve student achievement and enhance teaching. The Institute for Learning is establishing a system that commits teachers and administrators to a common focus on instruction and learning.

The Institute has established literacy as a focus and will branch out into other curricular areas as instructional improvement becomes systemic. The San Diego Literacy Framework has been developed

REPORT CARD COMMITTEE

The School Accountability Report Card was revised by members of the school site council (SSC), governance team, and site committee.

REPORT CARD MEETING, INFORMATION

Date: June 8, 1999

Time: 4:00 p.m.

Place: Garfield Counseling
Conference Room

All public schools in California must 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 June 8 at 4 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.

to outline and guide a balanced literacy program. The framework provides instructional approaches that will support students in learning to read, write, and speak successfully.

Garfield's goals support the San Diego City School district's mission. Garfield strives to:

- Provide a safe learning environment
- Help students develop democratic and civic values
- Use community resources as an integral part of curriculum
- Encourage students to fulfill their potential as students and citizens
- Provide practice in decision-making, problem solving, communication, and social interaction skills.

STUDENT LEARNING

STUDENT ACHIEVEMENT

How are students doing?

San Diego City Schools students in grades 2–11 take the Stanford Achievement Test, Ninth Edition (SAT 9), to measure their academic progress in basic skills as part of the state Standardized Testing and Reporting (STAR) Program. Spanish-speaking English learners enrolled in a California school less than 12 months or enrolled in a California school for more than 12 months and receiving language arts instruction in Spanish are also tested on the Spanish Assessment of Basic Education, Second Edition (SABE/2), a Spanish Language Achievement Test measuring the same skill areas. Last year, the Spanish language Aprenda 2 test was administered to Spanish-speaking English learners.

The Stanford Achievement Test, Ninth Edition (SAT 9) has been used to measure academic achievements in reading and math. Test results are one factor used in advising students in class selection. SAT 9 scores are available upon request from the school office. Further measures include the reflective essay, portfolio assessment, and senior exhibitions. In an extensive presentation to a five member panel which includes a peer, staff members, and a parent, students participating in the senior exhibition make exhaustive connections between various courses of study. Piloted in 1995, this process has been expanded this year. Parents should talk with the counselor and teachers about their child’s academic progress.

Our program for English language learners enables students to develop English proficiency. Students in the program also take science, math, and social science classes specially designed for students who need additional language support. The percentage of students who are English language learners continues to increase, as does the percentage of teachers trained to teach them. Bilingual teacher’s aides assist in classes. Students who are in transition to regular classes receive tutorial assistance.

Updated transcripts are mailed home every nine weeks and show credits earned during the grading period. Individualized progress reports provide information regarding academic progress and citizenship.

TEACHING QUALITY

TEACHING ASSIGNMENTS

Do we have qualified teachers?

Garfield employs 33 credentialed teachers, 63 percent of whom possess ad-

vanced degrees. More than 71 percent of the staff possess advanced degrees. Garfield’s New Teacher Support program has enhanced the skills of the excellent new teachers and teaching interns. All teach-

SCHOOL-TO-CAREER TRANSITION

How are students prepared for the world of work?

A School-to-Career Committee of staff from all major academic and vocational disciplines develops goals and a timeline for achieving the goals.

GENESIS is a two-week student orientation program designed to prepare new students for success at Garfield, and help improve their attendance and achievement by developing skills of goal setting, responsibility, problem-solving, and conflict resolution.

Current offerings in infant care, business, and technology are being expanded. Last year’s new career trend of hospitality, tourism, and recreation has been refocused to accommodate training in the restaurant industry. A new and engaging curriculum is being designed to help students acquire basic job skills and a food handlers card, as well as the entrepreneurial skills to set up a small business.

Student job shadowing and service-learning are ways in which students learn “beyond the classroom” to integrate the regular curriculum with community service experiences. Garfield cooperates with the San Diego Consortium and Private Industry Council to facilitate job shadowing and with the United Way Volunteer Center and other community agencies to facilitate service-learning.

ATTENDANCE/DROPOUTS

Do students attend and stay in school?

Attendance and dropout rates are continuing concerns. We have taken positive steps in addressing these problems through the student orientation programs in GENESIS, ORACLE, and PMP. The attendance staff, teachers, counselors, and administrators make daily parent telephone calls in an effort to improve student attendance. Attendance, particularly during first

period, could be improved, and parent assistance is strongly encouraged. Our school continues to significantly reduce the number of student dropouts each year.

The counseling staff provides a strong and personal academic support system for students through individual counseling sessions and support groups.

DISCIPLINE AND CLIMATE FOR LEARNING

Is this school a good place to learn?

The Code of Conduct, Tardy Policy, and Dress Code are consistently enforced. Classroom discipline plans are in place.

Garfield’s suspension rate continues to be at an extremely low level. The staff is proactive in reducing suspension and expulsion statistics. Conferences involve counselors, teachers, staff, school police, the administration and families. Zero tolerance for fighting and weapons reinforces positive behavior.

The GENESIS program teaches students the values and behaviors necessary for success at Garfield High School.

Garfield has several programs that promote student participation and school spirit:

- The Associated Student Body (ASB) provides an opportunity for students to learn and exhibit leadership skills.
- Community service serves a public need and provides opportunities for leadership development.
- Student Recognition Programs provide positive reinforcement incentives for improved academic performance, attendance, and citizenship.
- The activities program plans a number of activities and events that involve and engage students in the school.

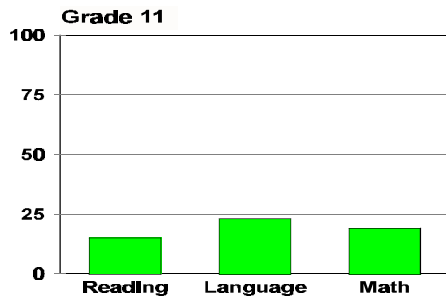
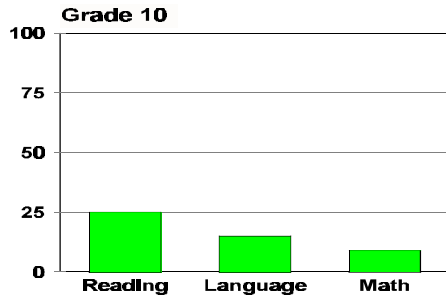
Suspensions and Expulsions		
Year	Suspension Rate*	Expulsions
1993–94	1.2	4
1994–95	0.9	0
1995–96	2.2	0
1996–97	2.3	2
1997–98	4.3	7

* Suspensions per 100 Students.

ers are credentialed to teach in their subject areas, and an increasing number is qualified to teach English and bilingual learners.

SAT 9 Results

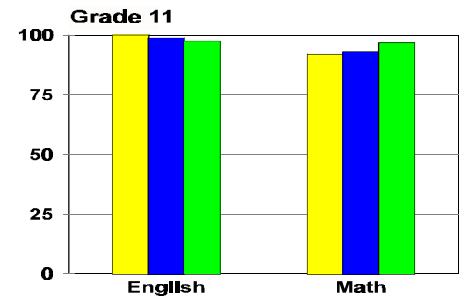
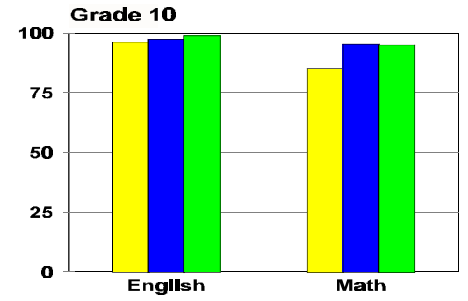
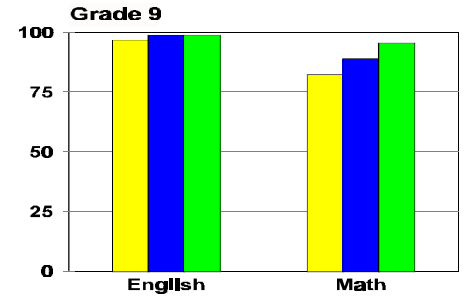
Pct. Scoring at or above 50th Percentile



* N < 10

Grade Results

Pct. Achieving at or above 'C'



* N < 10

1996 1997 1998

Class Size Distribution, 1996–97					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art	2	3			
Computer Ed.	2	3			
English	13	22			
Mathematics	8	7			
Science	2	8			
Social Science	13	22			
Vocational Ed.	6	5			
Home Study				10	

Class Size Distribution, 1997–98					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art	4	1			
Computer Ed.	1	4			
English	21	21			
Mathematics	8	7			
Science	6	4			
Social Science	21	21			
Vocational Ed.	5	5			
Independent Study				10	
ASB	1				

Class Size Distribution, 1998–99					
Subject Area	1–10	11–20	21–30	31–40	41 +
Art		5			
Computer Ed.		5	1		
English		3	1		
Health/DrivEd		1	1		
Mathematics		5	7		
PE/Athletics				1	
Science	1	2	6		
Social Science		20	7		
Voc.Ed./ROP.		5	1		
Other	3	6	2		
Special Ed.	5				

Teacher Credentialing Data					
Year	Number of Classroom Teachers				
	Total	With Appropriate Credential	With Emergency Credential	Without Credential	Working Outside Subject Area of Credential
1996–97	30	NA	NA	0	NA
1997–98	30	28	1	0	1
1998–99	28	27	0	0	1

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 plan for improvement with the teacher.

Principals and vice principals are also evaluated every year in a similar manner: the principal by a central office supervisor and vice principals by the principal.

If you are concerned about a teacher, principal, administrator, or other staff member, there are steps that you can take. You should discuss your concerns with the principal. You may call the district Support Systems office for assistance after you have talked to the principal.

SUBSTITUTES

Do we have qualified visiting teachers?

A pool of credentialed teachers is available for assignment when a classroom teacher is absent.

We try to place visiting teachers in their area of expertise. They are evaluated following each visit to Garfield.

INSTRUCTIONAL AND LEADERSHIP QUALITY

How good is it?

Garfield’s academic program is based on student needs and current district policy. Garfield is leading the way in alternative education by expanding current offerings to include the following:

- A literacy based instructional program that focuses on the development of reading and writing skills in all classes and subjects and includes a schoolwide reading period, ninth grade double literacy period, and student portfolio requirements.
- A transition from contract-based, independent instruction to project-based instruction that emphasizes collaboration, team work, and problem solving
- The Joint High School Diploma Program with San Diego Community College that includes classes at the community college
- ORACLE independent study programs that meet students’ unique needs and help ever-increasing numbers to graduate

All content areas are studying how to improve literacy instruction through the

San Diego Literacy Framework.

INSTRUCTIONAL TIME

How much time is there for instruction?

The instructional minutes at Garfield meet state instructional time requirements for alternative education. Four minimum days will be held this year.

Last year, Garfield held eight staff development days, and the year before, six. This year, two staff development days were held on reading and literacy before the school year began.

Instructional Minutes, 1998–99		
Grade Level	Annual Instructional Minutes	
	School	State Requirement
9–12	60,180	64,800

TRAINING AND CURRICULUM IMPROVEMENT

What are we doing to improve staff?

Our school administrators attend monthly instructional conferences to receive training on specific areas of the San Diego Literacy Framework. They use the information learned to help guide staff development for teachers at Garfield. Teachers are provided opportunities to study and improve instructional practice through grade level/department meetings, visitations to other classrooms to observe instruction, participation in study groups, and direct training on specific instructional strategies.

Garfield has focuses its staff development efforts and goals on the teaching of literacy skills and knowledge. The staff reviewed extensively school and student achievement data and demographics to determine how to improve instruction and student learning. Strategies for increasing student literacy have been presented and implemented in the classroom.

COUNSELING AND SUPPORT SERVICES

What kind of support does Garfield offer students?

Garfield faculty and staff have long recognized that in order for many of our students to succeed academically, their social, emotional, and health needs must be addressed as well—particularly since a significant number of our students are emancipated minors, pregnant and/or parenting teens, or in the juvenile justice system. In 1996, the

Garfield Collaborative was formed. The collaborative is comprised of representatives from the County of San Diego, Department of Health and Human Services, the San Diego County Department of Probation, community-based organizations, faculty, and staff. Its mission is “to create an action-oriented, inter-agency collaborative unit with the goal of enhancing existing service delivery and creating new systems to address the physical, emotional, social, and intellectual needs of students and their families.” Currently the following personnel are out-stationed on the Garfield campus under the “umbrella” of the Garfield Family Services Center: two Cal WORKS Eligibility Technicians, San Diego Adolescent Pregnancy and Parenting Program (SAN-DAPP) Cal-Learn worker, American Red Cross WIC Program (WIC provides food for low income pregnant women, women with new babies, and children under 5), a social worker, and a probation officer. Two nurses are assigned a total of four days a week to provide help to pregnant minors and to meet student health and psychological needs.

In addition to the Collaborative and nursing staff, our counseling staff consists of five full-time district counselors, and a full-time career technician. Counselors, help students with academic, social, and personal problems on a one-to-one basis and facilitate many group counseling sessions each week.

Counselors are actively involved in the GENESIS program and parent orientations. The head counselor coordinates college/scholarship/financial aid programs.

Garfield is in collaboration with the San Diego City College District to encourage concurrent student enrollment and college after graduation. The new high school located on the City College campus will support students in continuing their education.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS

How current are our materials?

The district adopts textbooks and instructional materials each year based on a six- to eight-year cycle implemented by the state. This year teachers and students in senior high schools will use newly adopted materials in Honors Trigonometry and Advanced Algebra 1–2, Trigonometry and Advanced Algebra 1–2, AP Computer Science 1–2, Japanese 5–6, AP Economics, AP music Theory 1–2, and Choir.

Garfield High School follows district

textbook adoptions. New texts are chosen by districtwide committees, administrators, and parents and then tested in several classrooms. New acquisitions include traditional textbooks, computer software, video discs, video tapes, and maps. Theft, loss, and damage limit the availability of some titles. Teachers assign homework which does not require textbooks.

Our library contains over 7,000 volumes, four newspapers, 23 CD-ROMs, and almost 300 videos. Twenty-five magazines are available in either the library or classrooms. Once again, due to

the silent reading period, we are seeing an increased demand for recreational reading materials. Bibliographies of books by and about African Americans, Asian Americans, Latinos, and Native Americans are continually updated.

SCHOOL FACILITIES AND SAFETY

How clean, safe, and orderly is our school?

Garfield High School is housed in a brand new, beautiful 15 million dollar state-of-the-art building located on 16th and B Streets on the east side of the San Diego City College campus in downtown

San Diego.

To ensure safety on campus, one part-time and two full-time school police officers and one part-time supervision aide monitor the school grounds.

CLASS SIZE

Are classes too large?

Garfield High's class sizes for the last three years are shown on page 4.

The nature of the school and the independent learning model dictate small class size. Each full-time ORACLE teacher is assigned up to 40 students.

INTEGRATION AND DIVERSITY

RACE AND HUMAN RELATIONS

Do students get along with each other?

Garfield's race and human relations

program promotes positive attitudes toward diversity. This has been achieved through minimum-day workshops for all staff in the areas of instruction and interpersonal skills,

as well as equity and team building.

Garfield High School experiences few student conflicts. Tolerance and understanding have increased.

SHARED DECISION-MAKING

COMMUNITY INVOLVEMENT

How are parents and community involved in Garfield?

Parents and community members at Garfield are becoming increasingly involved. Staff have 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 SSC. Staff members call students' homes and invite parents to our school activities. Additional programs include:

- SSC meetings up to eight times a year
- Open House and Parent Dinners
- Student Advocacy programs

- Parent/student orientations for all incoming new students
- Annual Student Olympics Award ceremony and barbecue
- Increased business partnerships and new efforts to build community coalitions
- Student recognition assemblies held throughout the year.

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.

School Budget, 1997-98		
Budget Category	Dollars per Pupil*	
	School	Atypical Avg.
General Operations	5,421	3,683
Special Education	129	214
Integration	0	334
Gifted and Talented	4	20
Special Projects	321	194
Total	5,876	4,444

General Operations—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

Special Projects—monies from agencies (e.g., federal, state) earmarked for specific services

* Based on total student enrollment.

Salary and Budget Data, Teachers and Administrators, 1996-97		
Position	Unified Districts (20,000+ ADA)	San Diego (129,504 ADA)
	Annual Salary (\$)	
Beginning Teacher	28,707	27,641
Midrange Teacher	44,725	42,002
Highest Teacher	53,449	55,877
School Principal Avg.	71,817	76,338
Superintendent	122,416	170,000
Salary Category	Pct. of Budget†	Pct. of Budget†
Administrative	4.9	3.9
Teacher	43.3	41.3

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