SCHOOL ACCOUNTABILITY REPORT CARD

Issued Spring 2006 for Academic Year 2004–05

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What Is a School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools to prepare and distribute a SARC. The purpose of the report card is to provide parents and the community with important information about a school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators.

Most of the data are from the 2004–05 school year or the two preceding years (2002–03 and 2003–04). Graduation, dropout, and fiscal data are from 2003–04. Single-year column headings in tables refer to the ending school year for that particular period. 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 (see the California Department of Education Web site at *www.cde.ca.gov/ta/ac/sa/definitions05.asp*).

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site at *studata.sandi.net/ research/sarcs/*.

Garfield High School

School Description and Mission Statement

Garfield High School, located on the campus of San Diego City College, provides student-centered, alternative education to students who experience, or have experienced, circumstances disruptive to regular school attendance. Our student population of 465 participates in programs including, but not limited to, the Joint Diploma Program, continuation, General Educational Development (GED) preparation, Giving Everyone a New Educational Start in School (GENESIS) program, Operation Restart: A Contracted Learning Experience (ORACLE), the Pregnant Minor Program (PMP), infant lab, Regional Occupational Program (ROP), and City Middle College. Additionally, there is a High School Diploma Program (HSDP) located on the corner of the Garfield campus.

Students 16 years and older qualify to be referred to Garfield due to a variety of academic, social, and personal factors. All ages are referred to the California School Age Families Education (Cal-SAFE)-funded programs, including students in the PMP. Students are accepted for enrollment if an appropriate program will meet their needs and on a space-availability 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.

Opportunities for Parent and Community Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all constituencies within 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 discussing their education expectations and creating a positive homework and learning environment.

The parent volunteer coordinator contacts and encourages parents to support our many programs, including:

- School Site Council/Site Governance Team (SSC/SGT) meetings, up to eight times per year
- English Learner Advisory Committee (ELAC) meetings, four times per year
- Open house
- Student recognition and advocacy programs
- Garfield Foundation meetings
- Parent/student orientation for incoming students
- Annual Student Olympics awards ceremony and barbecue
- Increased business partnerships and continuing efforts to build community coalitions
- Parent/community volunteers as mentors, tutors, and teachers' aides

If you want to get involved, please contact Joe Hernandez at (619) 525-2059.

DEMOGRAPHIC INFORMATION

Student Enrollment – Grade Level

Grade Level	Enrollment on September 26, 2004
8	1
9	48
10	148
11	169
12	99
TOTAL	465

Student Enrollment – Racial/Ethnic Group

Racial/Ethnic Subgroup	Number of Students	Percent of Enrollment
African American	81	17.4
Asian	1	0.2
Filipino	7	1.5
Hispanic	299	64.3
Indochinese	8	1.7
Native American	3	0.6
Pacific Islander	4	0.9
White (Not Hispanic)	62	13.3

SCHOOL SAFETY AND CLIMATE FOR LEARNING

School Safety Plan

Last Review/Update: February 22, 2005   **Last Discussed with Staff:**   April 12, 2004

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan, which meets state requirements as described in California Education Code Section 35294 *et seq*. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

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), specific school building security procedures are implemented by staff. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing training and assistance.

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

School Programs and Practices that Promote a Positive Learning Environment

San Diego City Schools Office of the Deputy Superintendent focuses on the improvement of student achievement through ongoing professional development in the areas of literacy and mathematics instruction.

The districtwide plan for literacy and mathematics establishes standardized assessment and performance expectations. Students who cannot meet expectations are given additional support. Garfield High School's goals support the district's mission by striving to:

- Implement schoolwide enforcement of its attendance policy,
- Maintain the parent institute,
- Provide a safe learning environment,
- Help students develop democratic and civic values,
- Use community resources as an integral part of the curriculum,
- Encourage students to fulfill their potentials as productive members of society, and
- Develop skills in decision making, problem solving, communication, and social interaction.

Suspensions and Expulsions

Rates of suspension and expulsion per 100 students are the total number of incidents divided by the school's California Basic Educational Data System (CBEDS) enrollment for the given year, multiplied by 100. The district comparison rates reported are the expected rates for the school's enrollment and grade-level composition based on actual districtwide experience. 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.

	2003		2004		2005	
	School	District	School	District	School	District
Suspensions (number)	56	13,157	46	12,174	58	14,101
Suspensions (rate per 100 students)	11.89	10.64	11.25	9.97	12.47	11.85
Expulsions (number)	2	354	1	429	6	545
Expulsions (rate per 100 students)	0.42	0.28	0.24	0.39	1.29	0.51

SCHOOL FACILITIES

School Facility Conditions – General Information

Garfield High is a modern-looking facility. Some of our rooms have retractable walls that are used for collaborative teaching. We have a center court where all students can enjoy their lunches surrounded by palm trees. We have a multipurpose recreation room that is open every day at lunch for basketball and weight lifting. For our infant program, we have a state-of-the-art playground with swings and slides. The rubberized play area protects infants from injury. Our staff enjoys spending time in their lounge, which has a view overlooking San Diego Bay and the Coronado Bridge. The staff lounge also has a refrigerator and microwave. Our staff has all the amenities to make teaching enjoyable.

Garfield High is kept to very strict cleanliness standards by our building supervisor and night custodians. Our buildings are six years old and look practically new. The rooms 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 Maintenance and Operations Department through a work-order system. The administration and custodial staff have a zero tolerance policy on graffiti. All graffiti is removed as soon as possible to discourage further graffiti.

The safety of students and staff is ensured by the presence of two certified eight-hour campus supervisors and an organized supervision schedule before, during, and after school, involving the vice principal, principal, counselors, and grounds supervisors.

School Facility Conditions – Results of Inspection and Evaluation

The following table reports physical conditions that pose a threat to the health and safety of pupils or staff while at school and does not include any cosmetic or nonessential repairs. Additional information about the condition of the school's facilities is available in the school's *Interim Evaluation Instrument*, which can be obtained at the school. Providing safe and well-maintained schools is a top priority for our district. The following critical issues were observed during a 2005–06 inspection of our campus:

Inspection Date: February 8, 2006

Part Evaluated	In Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas leaks	✓		
Mechanical systems	✓		
Windows/doors/gates (interior and exterior)	✓		
Interior surfaces (walls, floors, and ceilings)	✓		
Hazardous materials (interior and exterior)	✓		
Structural Damage	✓		
Fire Safety	✓		
Electrical (interior and exterior)	✓		
Pest/vermin infestation	✓		
Drinking fountains (inside and out)	✓		
Restrooms	✓		
Sewer	✓		
Playground/school grounds	✓		
Other	✓		

ACADEMIC DATA

Standardized Testing and Reporting (STAR)

Through the California STAR Program, students in Grades 2–11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). To protect student privacy, "—" is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests (CST)

The CST tests English language arts and mathematics (Grades 2–11), science (Grades 5, 9, 10, and 11), and history-social science (Grades 8, 10, and 11). The CST shows how well students are doing in relation to state content standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results for each grade, proficiency level, and subgroup can be found at the California Department of Education (CDE) Web site at *star.cde.ca.gov*.

Percentage of students achieving the Proficient or Advanced level (meeting or exceeding state standards):

CST – English Language Arts

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
8		—		31.8	33.6	40.4	30	33	39
9	—	8.7	34.1	38.9	38.9	45.9	38	37	43
10	9.8	9.3	8.8	34.1	35.5	36.9	33	35	36
11	3.4	6.1	18.3	33.9	35.3	38.5	32	32	36

CST – Mathematics

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
8		—		15.3	19.1	26.2	29	29	31
9		0.0	—	13.0	13.2	17.0	23	21	23
10	—	0.0	0.0	11.8	9.3	11.1	20	17	19
11	—	1.4	5.3	11.9	8.3	10.5	18	14	16

CST – Science

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9		0.0	—	9.0	8.9	12.3	29	26	28
10	—	1.8	—	21.7	10.3	9.9	30	25	26
11	—	1.4	—	18.1	21.1	25.6	28	26	25

CST – History/Social Science

Grade Level	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
8		—		24.5	27.9	31.1	27	27	31
10	8.3	2.4	2.6	24.5	26.6	27.7	27	27	31
11	8.8	4.5	11.5	33.7	34.3	38.6	34	32	37

2005 CST Subgroups – English Language Arts

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	33.3	34.5	0.0	50.0	21.4	56.3	—	35.7
10	6.7	10.0	0.0	14.0	5.6	15.4	—	9.5
11	13.5	20.9	0.0	26.0	9.6	38.7	—	19.6

2005 CST Subgroups – Mathematics

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	—	—	—	—	—	—		—
10	—	0.0	—	0.0	—	—		0.0
11	—	—	—	7.1	0.0	—	—	5.6

2005 CST Subgroups – Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
9	—			—		—		—
10	—	—	—	—	—	—	—	—
11	—	—	—	—	—	—		—

2005 CST Subgroups – History/Social Science

Grade Level	Gender		English Learner		Economically Disadvantaged		Students with Disabilities	
	Male	Female	Yes	No	Yes	No	Yes	No
10	3.4	2.1	0.0	4.4	1.9	4.5	—	2.9
11	7.7	14.0	0.0	16.7	4.6	25.8	—	11.0

2005 CST Racial/Ethnic Groups – English Language Arts

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9	—		—	25.8			—	—
10	—		—	5.1	—	—	—	—
11	—		—	8.5	—	—	—	50.0

2005 CST Racial/Ethnic Groups – Mathematics

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9			—	—				
10	—			0.0	—			
11	—		—	0.0			—	—

2005 CST Racial/Ethnic Groups – Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
9				—				
10	—			—				—
11	—		—	—				—

2005 CST Racial/Ethnic Groups – History/Social Science

Grade Level	African American	Asian	Filipino	Hispanic	Indochinese	Native American	Pacific Islander	White (Not Hispanic)
10	—		—	0.0	—			—
11	—		—	3.0	—	—	—	35.3

Norm-Referenced Test (NRT)

Prior to 2005, the California Achievement Test, Sixth Edition (CAT/6), the norm-referenced test (NRT) currently adopted by the State Board of Education, tested reading, language arts, and mathematics in Grades 2–11, spelling in Grades 2–8, and science in Grades 9–11. Beginning in 2005, the NRT tests reading, language arts, mathematics, and spelling in Grades 3 and 7 only and no longer test science in any grade. Only reading and mathematics data are required to be reported in the SARC. Detailed information for language arts and spelling, as well as subgroup performance for all tests, can be found at the CDE Web site at *star.cde.ca.gov*.

District Assessments

The Stanford Diagnostic Reading Test (SDRT) was used prior to the 2004–05 school year to identify students in Grades 4–10 who were reading below grade level and needed support and intervention. The SDRT was administered in a group setting and assessed vocabulary, comprehension, and scanning skills. For students reading significantly below grade level on the SDRT, the Analytical Reading Inventory (ARI) (Grades 4–8) and Informal Reading Inventory (IRI) (Grades 9–10) were used to reevaluate students and identify appropriate supports and interventions. Data reported are for English-speaking students.

The algebra End-of-Course Exam (EOCE) is a district-developed, standards-based assessment for students in the second semester of algebra, usually Grade 8 or 9 students. This exam was first administered in 2004 and is used to establish the effectiveness of the algebra curriculum, ensure algebra course content is focused on state standards, and help identify students who need additional help to meet graduation requirements. The algebra EOCE score and the end-of-year algebra grade determine the student's performance level and guide placement decisions in mathematics courses for the following year.

There is no district-mandated writing test.

Percentage of students meeting or exceeding district grade-level expectations:

Grade Level	Reading			Mathematics			Writing		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
9	—	22.2	N/A	—					
10	23.9	27.3	N/A	*No district-mandated mathematics test for this grade level*			*No district-mandated writing test*		

State Award and Intervention Programs

Although the California Education Code currently includes state intervention and awards programs, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:
- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ay/* or by speaking with the school principal.

In the following table, a "Yes" for overall AYP status indicates that AYP was met for all students and all subgroups, that exception criteria were met, or that an appeal of the school or district's AYP status was approved. Additional data by subgroup show whether each group of students in the school and district made the annual measurable objectives for percent proficient or above and the participation rate required under AYP. School data are only reported for numerically significant subgroups.

Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
Schoolwide	No	No	No	Yes	Yes	Yes
African American				Yes	Yes	Yes
Asian (includes Indochinese)				Yes	Yes	Yes
Filipino				Yes	Yes	Yes
Hispanic	No	No		Yes	Yes	Yes
Native American				Yes	Yes	Yes
Pacific Islander				Yes	Yes	Yes
White (Not Hispanic)				Yes	Yes	Yes
English Learners	No			Yes	Yes	No
Socioeconomically Disadvantaged	No	No		Yes	Yes	Yes
Students With Disabilities				Yes	Yes	No
All Subgroups (Overall)	**No**	**No**	**No**	**Yes**	**Yes**	**No**

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the CDE Web site at *www.cde.ca.gov/ta/ac/ay/* or by speaking with the school principal.

	School	District
Year Identified for Program Improvement	2004–05	—
Year in Program Improvement	Year 2	—
Year Exited Program Improvement		—
Number of Schools Currently in Program Improvement	—	38
Percentage of Schools Identified for Program Improvement	—	21.1

Alternative Schools Accountability Model (ASAM)

The Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools. The index, ranging from 200 to 1000, indicates a school's performance. The statewide API goal for all schools is 800. Annual interim targets are set for each school. API scores are calculated on the basis of state standards-based and norm-referenced tests. Not all schools participate in the API. Garfield participates in the state's Alternative Schools Accountability Model (ASAM) program. The ASAM was mandated by the Public Schools Accountability Act of 1999 which required an alternative accountability system for schools with small enrollments (less than 100), county-operated schools, community day schools, and alternative schools (including continuation high schools and independent study schools). More detailed and current information about the API and the Public Schools Accountability Act (PSAA) in California can be found at the CDE Web site at www.*cde.ca.gov/ta/ac/ap/* or by speaking with the school principal.

The ASAM is currently under development. In 2004–05, each school participating in the ASAM submitted baseline data on three pre-selected performance indicators. Garfield selected attendance, suspension, and high school graduation rate as its performance indicators.

SCHOOL COMPLETION (SECONDARY SCHOOLS)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. Next year's School Accountability Report Card will report the percentage of students completing Grade 12 who successfully complete the CAHSEE.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include Grade 9–12 enrollment, the annual number of dropouts, and the one-year dropout rate (per 100 students) reported for the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is Grade 9–12 dropouts divided by Grade 9–12 enrollment, multiplied by 100. The graduation rate, required by the federal NCLB Act, is calculated by dividing the number of high school graduates by the sum of dropouts for Grades 9–12, in consecutive years, plus the number of graduates, multiplied by 100. Due to a change in the dropout definition, results from 2003 and 2004 should not be directly compared to those from previous years.

	School			District			State		
	Old Def. 2002	New Def. 2003	New Def. 2004	Old Def. 2002	New Def. 2003	New Def. 2004	Old Def. 2002	New Def. 2003	New Def. 2004
Enrollment (9–12)	562	471	407	35,970	37,269	37,506	1,772,417	1,830,903	1,876,927
Dropouts (9–12)	73	68	45	1,417	1,797	1,567	48,871	58,189	61,253
Dropout Rate	13.0	14.4	11.1	3.9	4.8	4.2	2.7	3.2	3.3
Graduation Rate	57.0	67.5	47.4	83.3	82.2	79.5	87.0	86.7	85.1

CLASS SIZE

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each class size category, by subject area, as reported for CBEDS.

Subject	2003				2004				2005			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1–22	23–32	33+		1–22	23–32	33+		1–22	23–32	33+
English	13.8	26	3		10.7	17	2		15.3	22	5	
Mathematics	15.5	15			10.2	20			17.4	14	3	
Science	19.1	11	3		17.0	9	1		22.4	5	5	1
Social Science	18.7	12	3		18.3	14	4		17.6	17	8	

TEACHER AND STAFF INFORMATION

Core Academic Courses Taught by NCLB-Compliant Teachers (2005)

The NCLB Act requires all teachers teaching in core academic subjects to be "highly qualified" no later than the end of the 2005–06 school year. In general, NCLB 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 to be taught by the teacher.

For a school, the data reported are the percentage of a school's classes in core subject areas taught by NCLB-compliant teachers. For the district, the data reported are the percentage of all classes in core subject areas taught by NCLB-compliant teachers in all schools, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at *www.cde.ca.gov/nclb/sr/tq/*.

	Percentage of Classes in Core Academic Subjects Taught by NCLB-Compliant Teachers
This School	43.5
All Schools in District	55.7
High-Poverty Schools in District	42.7
Low-Poverty Schools in District	79.2

Teacher Credentials

Data reported are the number of classroom teachers at the school in each category, as reported for CBEDS. All classroom teachers, part-time and full-time, are counted equally. If a teacher works at two schools, s/he is counted only at one school.

	2003	2004	2005
Total Number of Teachers	**30**	**22**	**27**
Full credential and teaching in subject area	30	17	26
Full credential but teaching outside subject area	0	4	1
Alternative Route to Certification (district and university internship)		0	0
Pre-Internship		0	0
Emergency Permits (no credential or internship but meets minimum requirements)	0	1	0
Waiver (no credential and no emergency permit)	0	0	0

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2006, the most currently available data are reported.

	2004	2005	2006
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0

Teacher Education Level (2005)

Data reported are the percentage of teachers by education level, as reported for CBEDS.

	School	District
Doctorate	3.5	0.9
Master's degree plus 30 or more semester hours	0.0	0.3
Master's degree	58.6	50.0
Bachelor's degree plus 30 or more semester hours	0.0	1.2
Bachelor's degree	37.9	47.2
Less than bachelor's degree	0.0	0.4

Vacant Teacher Positions

Data reported are the number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of each semester. For 2006, the most currently available data are reported.

	2004		2005		2006	
	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Number of teaching positions (long-term vacancies) for which there was no teacher assigned by the 20th school day of the semester.	1	0	0	0	0	0

Teacher Evaluations

School site administrators (principal and vice principals) formally evaluate tenured teachers every two years based on guidelines set forth in the California Education Code and the teachers' contract. Temporary and probationary teachers are evaluated annually in a similar manner. Site administrators visit classrooms frequently to observe teachers' instructional practice.

Evaluation criteria for classroom teachers include:

- Progress of pupils toward established standards
- Instructional techniques and strategies
- Adherence to curricular objectives
- Establishment and maintenance of a suitable learning environment
- Performance of non-instructional duties and responsibilities, including supervisory and advisory duties

Evaluation results are shared with the teacher and are forwarded to the school's assistant superintendent for review. All evaluations are confidential and kept in the district's personnel file for that teacher.

Permanent teachers who receive an overall evaluation of unsatisfactory in subject-matter knowledge, teaching strategies, and teaching methods participate in the district's Peer Assistance and Review (PAR) program. As program participants, they are assigned a consulting teacher to help them improve their teaching practice. The consulting teacher observes the teacher in the classroom, provides written feedback, demonstrates teaching strategies or accompanies the teacher to demonstrations in other classrooms, and provides other support as appropriate.

The principal is evaluated yearly by an assistant superintendent. The principal evaluates the vice principal. The principal and vice principal

observe all teachers frequently. If additional support is needed, the administrator develops a plan with the teacher to address that need. Tenured teachers are evaluated every other year, while probationary and emergency-permit teachers are evaluated every year. One copy of the evaluation goes into the on-site personnel folder, the other to the district's Department of Human Resources for Secondary Education.

The evaluation guideline used by the site administrators is the San Diego City Schools Evaluation, Classroom Supervision, and Observation Notebook.

Substitute Teachers

The district has a pool of almost 3,000 substitute teachers available for assignment when a classroom teacher is absent. It has an aggressive campaign to hire additional qualified substitutes to ensure that a qualified pool is available to cover all illnesses and absences of teachers attending professional development. This campaign includes an online application process available any time and working with principals to identify members of their school community who qualify to substitute.

We try to place substitute teachers according to their areas of expertise, although by state law credentialed teachers may substitute at any grade level and in any subject.

A shortage of available personnel has developed in our district. Therefore, at times, Garfield has difficulty procuring substitutes when needed. Oftentimes, Garfield teachers must teach during their prep period to cover for an absent colleague. This results in the teachers not being able to use their open period to prepare for their own classes. Every substitute is evaluated after each visit to Garfield.

Counselors and Other Support Staff (2005)

Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Position	FTE
Counselor	6.0
Librarian	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (Non-Teaching)	0.0
Career Technician	1.0

Academic Counselors (2005)

District-level counselors are not included in this count. Data reported are in full-time equivalents (FTEs). One FTE is defined as a staff person who works 100 percent of full time. Two staff persons who each work 50 percent of full time also equal one FTE.

Number of Academic Counselors	Students per Academic Counselor
6.00	77.5

INSTRUCTION AND CURRICULUM

San Diego City Schools' Office of the Deputy Superintendent organizes all district efforts to improve student achievement by supporting teaching and learning in the classroom. Since 1998, the district has introduced a series of initiatives directed toward providing all students with effective teaching, high-quality instructional materials, rich learning environments, and additional time and support to reach state academic standards.

School Instruction and Leadership

Instruction and instructional leadership are at the heart of the district's achievement efforts. Through the Office of the Deputy Superintendent, assistant superintendents train, coach, support, and evaluate principals. Assistant superintendents provide professional development for principals in a variety of ways (for example, monthly instructional conferences, study groups, and frequent school visits to provide coaching for individual principals). The principals, in turn, provide support to teachers at their site through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.

Principal's experience and tenure:
- 23 years of service
- 3 years as an instructional aide
- 2 years as a classroom teacher (Title I basic skills, mathematics, health, and driver's education)
- 8 years as a counselor/head counselor at comprehensive middle and high schools
- 4 years as a vice principal at alternative and comprehensive middle schools
- 6 years as principal at alternative schools

Degrees and Credentials Held by Principal:
- Bachelor's degree in psychology
- Master's degree in educational counseling
- Doctorate in education and administrative leadership

- Single-subject teaching credential
- Pupil Personnel Services credential
- Administrative credential
- Tang Soo Do black belt certification

Leadership teams:
- Administrative team includes the principal, vice principal, head counselor, school secretary, and building services supervisor
- Department chairs include representation by all departments
- Western Association of Schools and Colleges (WASC) focus groups (all full-time certificated and classified staff focus on the WASC School Action Plan)
- School Site Council/Site Governance Team

Instructional program:

Garfield's academic program is coordinated with district policy and standards, based on student needs. All teachers receive in-service training on state and district standards, which are embedded in their teaching methodology and passed on to students via instructional content and format.

Current offerings:
- A literacy-based instructional program focusing on the development of reading and writing skills
- Continuation of the transition from contract-based learning to project-based instruction
- Joint High School Diploma Program with San Diego Community College
- Comprehensive college partnership/program with San Diego City College, which offers a wide array of college classes that Garfield students can take for both high school and college credit
- ORACLE independent-study program

Support for special-needs students:
- English as a second language
- Annual testing on California English Language Development Test
- Monthly monitoring of student progress
- Adjusted academic placement based on testing and classroom performance
- Parent Institute, which offers parental training in district strategies and enables parent feedback
- Tutoring before and after school and during reading period and lunch every day
- Special education, which provides several levels of service to students with varying degrees of special needs and includes aides for all program classrooms
- Resource specialist program for students of average and near-average abilities who are able to successfully complete core subjects with minimum help
- Non-severe special day class for learning disabled students needing a higher level of assistance who are capable of taking core courses with a single teacher in a single classroom
- Severe special day class for students with identified emotional disabilities and needing a higher level of support, in a self-contained classroom
- Speech and language therapy
- Vocabulary rehabilitation
- School psychologist
- Instruction that is driven by ongoing standards-based assessments of all students
- Nine-week progress reports that are mailed home to parents and guardians
- A counselor-to-student ratio that is lower than 100-to-1 to maintain close monitoring of student progress and needs
- Attendance that is tracked daily, per prescribed Alternative Schools Accountability Model (ASAM) parameters
- Average Daily Attendance (ADA) that is compared to attendance in past months and studied by the administrative team to help determine ways of improving it
- Data that are maintained on all incoming students who complete the GENESIS program and take the Adult Basic Literacy Exam. The test is re-administered in the spring to measure growth in mathematics and reading.
- City Middle College program that tracks and tabulates college credits earned by our students. New long-term tracking programs are currently under way.
- Monitoring that is done via the senior exhibition portfolio process, a districtwide graduation requirement
- Grade-point averages (GPAs) that are tabulated, compared, and analyzed by gender, grade, culture, and English learner status

Professional Development

Through the district's educational strategies, the Instruction and Curriculum Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, social science, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large and small group staff conferences and coach teachers at the school site to improve instructional practice.

Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focus primarily on school-based professional learning in relation to site needs.

The district mandates three full and four half days of staff development activities throughout the current school year. In 2003–04, Garfield High School added a peer coach/staff developer. The principal, vice principal, and peer coach share responsibility for all staff development activities. All meetings and staff development sessions focus on curriculum and instruction, according to district mandates. All activities are carefully planned to focus on professional reading, the application of professional reading to classroom practice, the study of teacher practice, and making that practice public. Departments are urged to work collaboratively, focusing on curriculum writing and purposeful lesson planning. Reflection on our work and

learning has been a vital part of this year's staff development. Garfield High School has also been provided 13 days of coaching from an outside consultant through a Gate's Foundation Grant.

Our work has centered on targeting and monitoring student progress, as well as the development of units of study. The principal has also funded several retreats for departments by providing full-day substitutes for each teacher so that standards-based, backward-designed units of study could be created in a stress-free academic environment.

Quality and Currency of Textbooks and Instructional Materials

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides sufficient textbooks for all students in the subject areas of reading/language arts, science, history/social science, and mathematics. In addition, sufficient materials are provided in world language and health, and equipment is available in science laboratory courses, in Grades 9–12.

In 2004–05, teachers and students in high schools began using newly adopted, standards-based materials in American Government in World Affairs, Advanced Placement European History, Advanced Placement Macro- and Microeconomics, Advanced Placement English Language and Composition, English Literature, Advanced Placement Calculus, Advanced Geometry, Precalculus, Honors Precalculus, Biology, Honors Chemistry, Japanese, and both Spanish and French 7–8. They continued using recently adopted, standards-based materials in other English, history/social science, science, and mathematics courses.

Availability of Sufficient Textbooks and Instructional Materials

At a public hearing, the Board of Education annually adopts a resolution certifying that the district has provided each pupil, including English learners, textbooks or instructional materials, or both, to use in class and to take home to complete any required homework assignments. The Board also ensures that these materials are consistent with the content and cycles of the curriculum frameworks adopted by the state board in the core curriculum areas. For students enrolled in foreign language or health courses, the district also provides sufficient textbooks and/or instructional materials.

Core Curriculum Areas	Availability of Textbooks/Materials
Reading/Language Arts Mathematics Science History/Social Science Foreign Language Health Science Laboratory Equipment (Grades 9–12)	Every student is provided with sufficient standards-aligned textbooks and/or other instructional materials in reading/language arts, mathematics, science, history/social science, foreign language, and health. The adopted textbooks for these subjects are listed in the following table. Science laboratory equipment is available to students enrolled in laboratory science courses.

List of Textbooks and Instructional Materials Used in Core Subject Areas (2005)

All textbooks and instructional materials come from state or local board lists.

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
English Language Arts	9	English 1,2	McDougal, Littell, The Language of Literature, Grade 9	2002–03
English Language Arts	9	English 1,2	McDougal, Littell, Bridges to Literature	2002–03
English Language Arts	10	English 3,4	McDougal, Littell, The Language of Literature, Grade 10	2002–03
English Language Arts	10	English 3,4	McDougal, Littell, Bridges to Literature	2002–03
English Language Arts	10	Advanced English 3,4	McDougal, Littell, The Language of Literature, World Literature	2002–03
English Language Arts	10	Advanced English 3,4	Glencoe, World Literature	2002–03
English Language Arts	11	Advanced & American Literature 1,2	McDougal, Littell, The Language of Literature, American Literature	2003–04
English Language Arts	11–12	World Literature 1,2	McDougal, Littell, The Language of Literature, World Literature	2003–04
English Language Arts	12	English Literature 1,2	Prentice Hall, Timeless Voices,Timeless Themes-The British Tradition	2004–05
Health & Drivers Ed	10–12	Health & Driver Ed 1	Glencoe, Health: Guide to Wellness	1997–98
Health & Drivers Ed	10–12	Health & Driver Ed 1	Glencoe, Responsible Driving	1997–98
Mathematics	8–10	Advanced Geometry 1–2	McDougal, Littell, Geometry: Reasoning, Measuring, Applying	2004–05
Mathematics	8–12	Geometry 1–2	Key Press, Discovering Geometry	2003–04
Mathematics	10–12	Intermediate Algebra 1–2	McDougal, Littell, Algebra 2	1997–98
Mathematics	11–12	Honors Precalculus 1,2	Prentice Hall, Precalculus: Graphical, Numerical, Algebraic, 6th Ed.	2004–05
Mathematics	11–12	Precalculus 1,2	Prentice Hall, Precalculus, 2nd Edition	2004–05
English Lang Dev	9–12	ESL Newcomers 9th–12th	Longman, Word by Word Basic Picture Dictionary	2002–03
English Lang Dev	9–12	ESL 1–2	Hampton, High Point Level A & The Basics	2003–04
English Lang Dev	9–12	ESL 3–4	Hampton, High Point Level B	2003–04
English Lang Dev	9–12	ESL 5–6	Hampton, High Point Level C	2003–04
World Language	9–12	French 1–2	Glencoe/McGraw-Hill, Glencoe French 1 Bon Voyage!	2001–02
World Language	9–12	French 3–4	Glencoe/McGraw-Hill, Glencoe French 1 Bon Voyage!	2002–03
World Language	9–12	French 5–6	Glencoe/McGraw-Hill, Glencoe French 2 Bon Voyage!	2003–04
World Language	9–12	French 7–8	Glencoe/McGraw-Hill, Glencoe French 3 Bon Voyage!	2004–05
World Language	9–12	German 1–2	EMC, Deutsch Aktuell 1	2001–02
World Language	9–12	German 3–4	EMC, Deutsch Aktuell 2	2001–02
World Language	9–12	German 5–6	EMC, Deutsch Aktuell 3	2002–03
World Language	9–12	Japanese 1–2	Cheng & Tsui Co., Adventures in Japanese, Level 1	2004–05
World Language	9–12	Japanese 3–4	Bess, Nihongo 2	1997–98
World Language	9–12	Spanish 1–2	McDougal, Littell, ¡En Español 1!	2001–02
World Language	9–12	Spanish 3–4	McDougal, Littell, ¡En Español 2!	2002–03
World Language	9–12	Spanish 5–6	McDougal, LIttell, ¡En Español 3!	2003–04

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Adoption Year
World Language	9–12	Spanish 7–8	Prentice Hall, Conexiones: Comunicación y Cultura, 2nd Edition	2004–05
Science	9–12	Physics 1,2	It's About Time, Active Physics	2001–02
Science	9–12	Advanced Physics 1,2	Thomson, College Physics	1999–00
Science	11–12	Biology 1,2	Kendall Hunt, BSCS Biology: A Human Approach, 2nd Edition	2004–05
Science	11–12	Advanced Biology 1,2	Brooks/Cole, Biology: Concepts and Applications	2000–01
Science	10–12	Chemistry 1–2	Key Press, Living By Chemistry	2003–04
Science	10–12	Chemistry 1–2	Addison Wesley, Chemistry	2003–04
Science	10–12	Honors Chemistry 1–2	Thomson, Chemistry: Principle and Reactions	2004–05
History/Social Science	9–10	World History and Geography 1,2	McDougal, Littell, Modern World History: Patterns of Interaction	2002–03
History/Social Science	9–10	Advanced World History and Geography 1,2	Holt, World History: Continuity & Change	1997–98
History/Social Science	11	U.S. History & Geography	McDougal, Littell, The Americans, Reconstruction to the 21st Century	2002–03
History/Social Science	12	Economics 1	Prentice Hall, Economics: Principles In Action	2003–04
History/Social Science	12	Government 1	Glencoe, United States Government: Democracy in Action	2003–04
History/Social Science	12	Am. Gov't in World Affairs	Prentice Hall, World Politics in the 21st Century	2004–05

Note: Adoptions prior to school year 1999–2000 are "pre-standards" (these textbooks and/or materials were adopted before content standards and standards-based materials were adopted by the State Board of Education).

Instructional Minutes (2005)

The California Education Code establishes a set number of instructional minutes per year for each grade level. The table below shows the number of instructional minutes offered compared to the state requirement.

Grade Level	Instructional Minutes	
	Offered	Required
9	58,560	64,800
10	58,560	64,800
11	58,560	64,800
12	58,560	64,800

Continuation School Instructional Days (2005)

The California Education Code requires continuation schools to provide a minimum of 180 instructional days per year, with at least 180 minutes of instructional time in each of those days. The table below shows the number of instructional days offered compared to the state requirement for each grade level.

Grade Level	Instructional Days	
	Offered	Required
9	180	180
10	180	180
11	180	180
12	180	180

Minimum Days in School Year

In 2004–05, Garfield High had seven minimum or shortened days for students. The extra time on these days was used for staff development, parent conferences, and teacher planning.

POST-SECONDARY PREPARATION (SECONDARY SCHOOLS)

Advanced Placement/International Baccalaureate Courses Offered (2005)

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students the opportunity to take the equivalent of college-level courses while still in high school. The table below shows the total number of AP and IB courses and classes offered and student enrollment in those courses, by subject, for the 2004–05 school year. The data for visual and performing arts include both AP art and music.

Subject	Number of AP/IB Courses	Number of Classes	Enrollment
Visual and Performing Arts	N/A		
Computer Science	N/A		
English	N/A		
Foreign Language	N/A		
Mathematics	N/A		
Science	N/A		
Social Science	N/A		

Student Enrollment in Courses Required for University of California (UC) and/or California State University (CSU) Admission (2005)

Data reported are the number and percentage of students enrolled in courses required for UC and/or CSU compared to student enrollment in all courses. Students are counted for each course they are enrolled in. As a result, the student enrollment in all courses will, and the student enrollment in courses required for UC and/or CSU admission may, exceed the actual student enrollment figure for the school.

Enrollment in All Courses (Grades 9–12)	Enrollment in UC/CSU-Required Courses (Grades 9–12)	
	Number	Percentage
1,805	1,162	64.4

Graduates Who Have Completed Course Requirements for University of California (UC) and/or California State University (CSU) Admission (2004)

Data reported are the number and percentage of graduates in 2004 who completed all courses required for UC and/or CSU admission.

Total Number of Graduates	Graduates Who Completed Course Requirements for UC/CSU Admission	
	Number	Percentage
65	1	1.5

SAT Reasoning Test

Data reported are the average verbal and mathematics scores for Grade 12 students who took the SAT Reasoning Test. Data are also reported for total Grade 12 enrollment and percent of Grade 12 enrollment taking the test. Students may take the test more than once, but only the highest score is reported at the year of graduation. The test may or may not be available to students at a given school. Detailed information regarding SAT results may be found at the CDE Web site at *www.cde.ca.gov/ds/sp/ai/.*

	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Grade 12 Enrollment	134	93	99	6,944	6,956	7,336	385,356	395,194	409,576
Percentage of Grade 12 Enrollment Taking Test	4.5	2.2	2.0	49.4	50.1	49.5	36.7	35.3	35.9
Average Verbal Score			360	494	492	495	494	496	499
Average Math Score			390	509	505	505	518	519	521

College Admission Test Preparation Course Program

Garfield does not offer college admission test preparation. We transition eligible students directly into City College through the City Middle College and Joint Diploma programs.

Degree to Which Students Are Prepared to Enter the Workforce

A variety of career technical education (CTE) courses are offered at district high schools. The district's School-to-Career Department oversees these courses, which are designed to provide students with the skills needed to make a successful transition from school to work. These skills are developed through courses in 15 industry sectors tied to economic and workforce trends.

The Counseling and Guidance Department produces High School Graduation Guides for each graduating class, which provide information to students and parents. These guides link information on graduation requirements, the California High School Exit Exam (CAHSEE), the sequence of study for entrance into the University of California and California State University systems, sample schedules, a checklist for college preparation, required testing, and post-high school options. In addition, all seniors will receive college admission and financial aid information folders as a collaborative effort by the Counseling and Guidance Department and the California Student Opportunity and Access Program (Cal-SOAP) to further enhance the post-secondary options of San Diego City Schools students.

The following are some of the programs available to our students:

1. Regional Occupational Program (ROP) culinary arts and management and ROP event planning include the study of marketing, special events, and computer applications in business.
2. Integration of vocational classes:
   - Students learn the mathematical skills necessary to manage a business, such as basic accounting, finance, cost-price analysis, and recipe and room costing.
   - Students learn to write business and personal correspondence and read biographies and histories in related topics.
   - Students are exposed to the science of food and nutrition through safety and sanitation lessons and vitamin and mineral lessons.
3. Support of academic classes:
   - Students find real-world meaning and relevance when mathematics, English, and science themes are put to work in a kitchen or other venue.
   - Students make metacognitive connections between academic classes and hands-on career education.
   - A "fun" class can excite an indifferent student to attend all classes and motivate him or her to do better in all areas through intrinsic reward systems.
4. Garfield High School is a special population school and has an employer outreach specialist on staff. Students are given a career assignment survey and the opportunity to job-shadow people who work in careers that pique their interest. Also, many teachers include resume writing in their curriculum. Career speakers are brought onto campus, and company tours and field trips are available.

5. Measurable outcomes of vocational classes:
   - Students attend job shadows throughout the year and report back to the classroom on what they learned and the connections they made.
   - Students spend two days working alongside the chefs at The Prado restaurant in Balboa Park to create a Thanksgiving luncheon. The students are involved in all aspects of the event, including menu planning and cost analysis, ticket sales and promotion, cooking, decorating and setup of the ballroom, and serving and cleanup.
   - Some students take part in internships where they spend time working with different hospitality groups around San Diego in an effort to put classroom learning to work in the real world.
   - Students in the culinary arts and management class are graded on daily participation and their ability to produce consistent, tasteful, and correct food products while staying true to safety and sanitation regulations put forth by the California State Department of Health.

Enrollment and Program Completion in Career/Technical Education (CTE) Programs (2005)

Data are from the *2004–05 Report of Student Enrollment and Program Completion in Career and Technical Education Programs Conducted by Unified and Union High School Districts, County Offices of Education, Adult Education, and ROCPs* (CDE 101 E-1) and have been aggregated at the district level.

CTE Students	Grades 9–12 CTE Students			Grade 12 CTE Students		
Total Course Enrollment	Number of Concentrators*	Number of Completers†	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate
11,740	1,418	1,351	95%	898	729	81%

* A "CTE program concentrator" is a student who has taken at least two CTE courses in a sequence.
† A "CTE program completer" is EITHER a student who has taken two or more CTE courses in a sequence, with one of those courses being a completion course (formally called a capstone), OR one who successfully completes an industry-validated examination. By district definition, such students must also earn a high school diploma before being considered a "completer."

FISCAL AND EXPENDITURE DATA

Teacher and Administrative Salaries (Fiscal Year 2003–04)

Data reported are the district average salaries for teachers, principals, and superintendent, compared to the statewide average for districts of the same type and size, as defined by Education Code Section 41409. Data are also reported for teacher and administrative salaries as a percent of the district's budget. Detailed information regarding salaries may be found at the CDE Web site at *www.cde.ca.gov/ds/fd/cs/* and *www.cde.ca.gov/ta/ac/sa/salaries0304.asp*.

	District	Statewide Average For Districts of Same Type
Beginning Teacher Salary	$34,517	$37,061
Mid-Range Teacher Salary	$52,449	$58,294
Highest Teacher Salary	$70,179	$72,876
Average Principal Salary (Elementary School Level)	$95,239	$94,471
Average Principal Salary (Middle School Level)	$97,718	$98,940
Average Principal Salary (High School Level)	$109,642	$107,418
Superintendent Salary	$199,500	$179,061
Percentage of Budget for Teachers' Salaries	37.8	41.4
Percentage of Budget for Administrative Salaries	4.6	5.1

District Expenditures (Fiscal Year 2003–04)

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at *www.cde.ca.gov/ds/fd/ec/*.

District		Statewide Average: All Districts in Same Category	Statewide Average: All Districts
Total dollars	Dollars/student (ADA)	Dollars/student (ADA)	Dollars/student (ADA)
$1,011,344,859	$8,156	$6,987	$6,919

Types of Services Funded

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
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- 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.