

Garfield High

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Jolie Pickett, Principal

 Principal, Garfield High

About Our School

Contact

*Garfield High
1255 16th St.
San Diego, CA 92101-4759*

*Phone: 619-362-4500
Email: jpickett@sandi.net*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	San Diego Unified
Phone Number	(619) 725-8000
Superintendent	Cindy Marten
Email Address	cmarten@sandi.net
Website	www.sandi.net

School Contact Information (School Year 2019—20)	
School Name	Garfield High
Street	1255 16th St.
City, State, Zip	San Diego, Ca, 92101-4759
Phone Number	619-362-4500
Principal	Jolie Pickett, Principal
Email Address	jpickett@sandi.net
Website	www.sandi.net/garfield
County-District-School (CDS) Code	37683383737962

Last updated: 1/17/2020

School Description and Mission Statement (School Year 2019—20)

Business and Community Partners

San Diego Restaurant Association

Cohn Restaurants

Garfield High School Foundation

La Jolla Rotary Club

University of California, San Diego (UCSD) Teacher Education Pro-gram

Higgs, Fletcher, and Mack, L.L.P.

San Diego Community College District—City College

U.S. Army

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

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

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

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Visual and Performing Arts

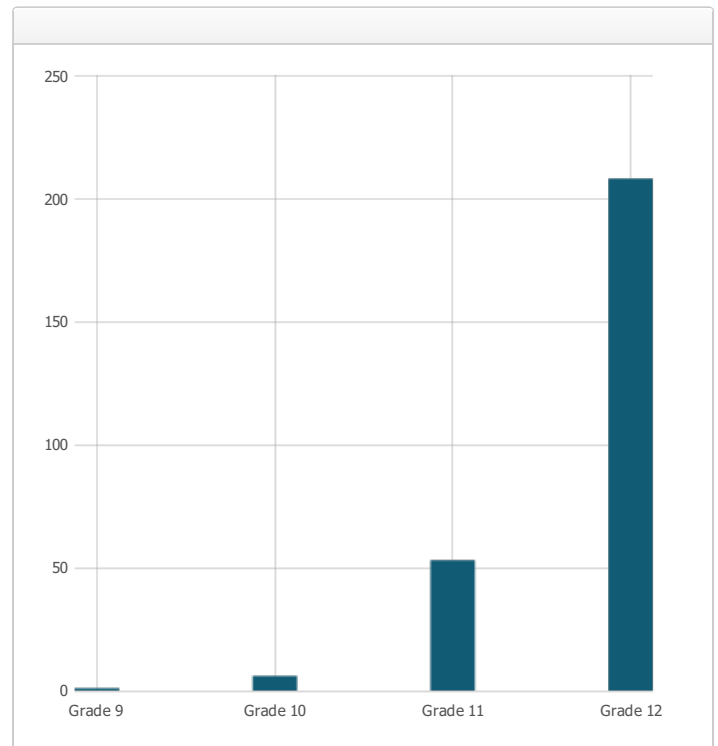
The Visual and Performing Arts (VAPA) course of study includes standards-based sequential TK-12 pathways in dance, music, theatre, and visual arts, guided by the San Diego Unified Board-approved Strategic Arts Education Plan. The California Education Code requires the arts as part of the course of study in grades 1-12, and the arts are listed among the core subjects of a well-rounded education as defined by the Every Student Succeeds Act (ESSA, 2015). The new California Arts Standards place emphasis on artistic literacy and mastery of 21st Century Skills – collaboration, critical thinking, creativity, and communication – essential areas for workplace success. At least one year of study in an approved high school VAPA course is required by San Diego Unified as well as University of California (UC) and California State University (CSU) schools. Related courses may be offered in physical education or the practical arts.

Last updated: 1/17/2020

Student Enrollment by Grade Level (School Year 2018—19)

Most of the data in this SARC are from the 2017–18 school year or the two preceding years (2015–16 and 2016–17). Graduation, dropout, and fiscal data are from 2016–17. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2018–19 school year. When no year is specified, data are from the most recent year available. Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education website: www.cde.ca.gov/ta/ac/sa/.

Grade Level	Number of Students
Grade 9	1
Grade 10	6
Grade 11	53
Grade 12	208
Total Enrollment	268



Last updated: 1/17/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	3.70 %
American Indian or Alaska Native	%
Asian	0.40 %
Filipino	%
Hispanic or Latino	90.30 %
Native Hawaiian or Pacific Islander	%
White	3.00 %
Two or More Races	2.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	94.40 %
English Learners	17.90 %
Students with Disabilities	18.30 %
Foster Youth	%
Homeless	23.10 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

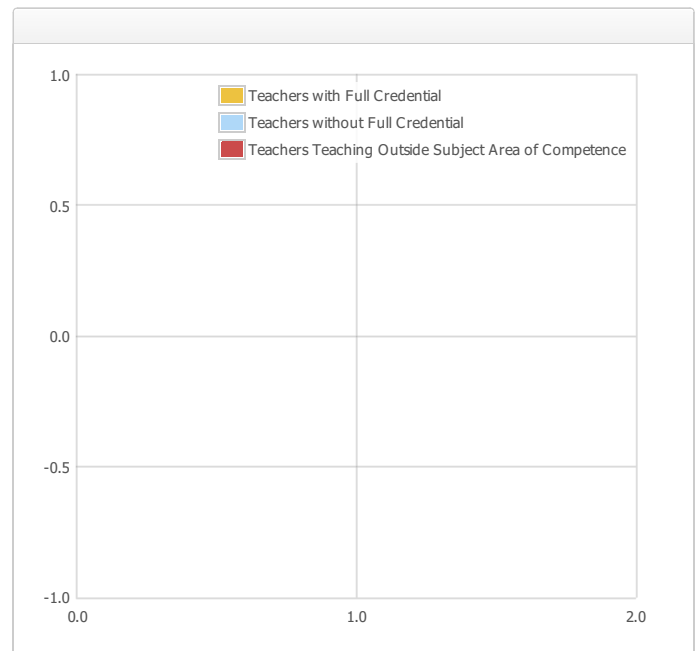
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

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

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential				
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/31/2020

Teacher Misassignments and Vacant Teacher Positions

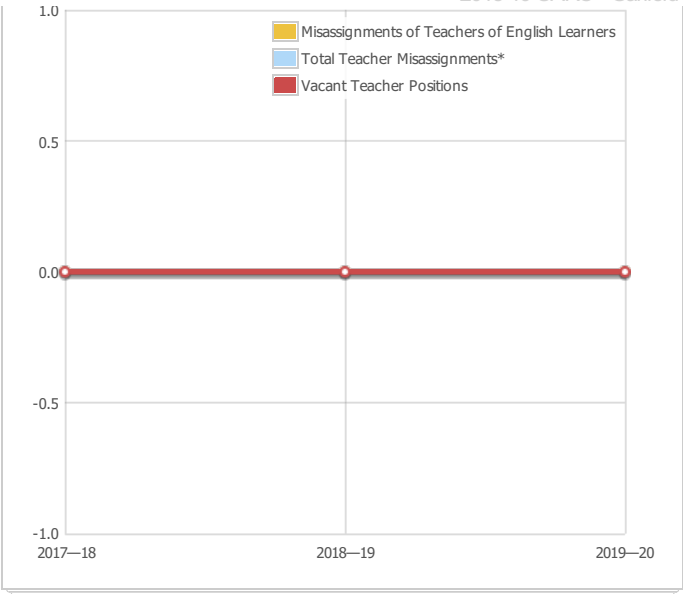
This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school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

* This year's data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; www.sandiegounified.org/human-resources.

Indicator	2017—18	2018—19	2019—20
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Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

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

All textbooks and instructional materials come from state or district lists. Descriptions of the district’s courses, including current instructional materials, may be found in the Course of Study, TK–12, revised annually and available on-line at www.sandiegounified.org/course-study.

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>English 1,2 Literature for California, Grade 9, McDougal Littell</p> <p>English 3,4 Literature for California, Grade 10, McDougal Littell</p> <p>English 3,4 Advanced Prentice Hall Literature: World Masterpieces, Pearson Prentice Hall</p> <p>American Literature 1,2 Language of Literature, American Literature, McDougal Littell</p> <p>American Literature 1,2 Honors Language of Literature, American Literature, McDougal Littell</p> <p>Contemporary Voices in Literature 1,2 Contemporary Reader, Prentice Hall Legacies, Thomson Learning</p> <p>World Literature 1,2 The Language of Literature, World Literature, McDougal Littell</p> <p>English Language & Composition AP 1,2 Readings for Writers, Thomson Learning Norton Reader, Norton</p> <p>English Literature 1,2 Timeless Voices, Timeless Themes—The British Tradition, Prentice Hall</p> <p>English Literature Literature: Reading Fiction, Poetry, and Drama, Glencoe/McGraw-Hill</p> <p>Writers Workshop 1,2 Steps to Writing Well, with Additional Readings, Thomson Learning</p> <p>Writers INC, Great Source</p>	Yes	0.00 %
Mathematics	<p>Math 9–10 Integrated Math I Mathematics I: Integrated CME Project, Pearson</p> <p>Math 9-10 Advanced Integrated Math I Mathematics I: Integrated CME Project, Pearson</p> <p>Math 9–11 Integrated Math II Mathematics II: Integrated CME Project, Pearson</p> <p>Math 9–11 Advanced Integrated Math II Mathematics II: Integrated CME Project, Pearson</p> <p>Math 10–12 Integrated Math III Mathematics III: Integrated CME Project, Pearson</p> <p>Math 10–12 Advanced Integrated Math III Mathematics III: Integrated CME Project, Pearson</p> <p>Math 11–12 Precalculus 1-2 Honors Precalculus: Graphical, Numerical, Algebraic, Prentice Hall</p> <p>Math 11–12 Precalculus 1-2 Precalculus, Prentice Hall</p> <p>Math 11–12 Statistics and Data Analysis 1-2 Workshop Statistics: Discovery with Data and the Graphing Calculator, Key Curriculum Press</p> <p>Math 11–12 Statistics 1-2 AP The Practice of Statistics for the AP Exam, BFW/Freeman</p> <p>Math 11–12 Topics in Discrete Mathematics 1,2 Finite Mathematics and Calculus with Applications, Prentice Hall</p> <p>Math 11-12 Calculus AB 1,2 AP Calculus: Graphical, Numerical, Algebraic AP, Pearson</p> <p>Math 11-12 Calculus BC 1,2 AP Calculus: Graphical, Numerical, Algebraic AP, Pearson</p>	Yes	0.00 %
Science	<p>Science 9–12 Earth Science 1,2 Holt Earth Science, California Edition, Holt Rinehart Winston</p> <p>Science 9–12 Physics 1,2 Conceptual Physics, Pearson Prentice Hall</p>	Yes	0.00 %

	Science 9–12 Physics 1,2 Advanced CA Physics: Principles and Problems, Glencoe/McGraw-Hill			
	Science 11–12 Physics I A,B AP Wilson and Buffa, Physics, Prentice Hall			
	Science 11–12 Physics II A,B AP Wilson and Buffa, Physics, Prentice Hall			
	Science 11–12 Physics C 1,2 AP Physics for Scientists and Engineers, Cengage			
	Science 9–12 Chemistry 1,2 Chemistry, California Edition, Prentice Hall			
	Science 9–12 Chemistry 1,2 Honors Principles of General Chemistry, Glencoe McGraw-Hill			
	Science 11–12 Chemistry 1,2 AP Chemistry: The Central Science, Prentice Hall			
	Science 9–12 Biology 1,2 BSCS Biology: A Human Approach, Kendall Hunt			
	Science 9–12 Biology 1,2 Advanced Biology: Concepts and Connections, Pearson Prentice Hall			
	Science 11–12 Biology 1,2 AP Campbell Biology AP Pearson			
	Science 11–12 Marine Science 1,2 Oceanography: An Invitation to Marine Science, Thomson			
	Science 11–12 Physiology 1,2 Principles of Anatomy and Physiology, Wiley			
	Science 11–12 Environmental Science 1,2 AP Environment: The Science Behind the Stories AP, Pearson			
History-Social Science	H-SS 10 World History 1,2 Advanced World History: Modern Times, California Edition, Glencoe	Yes		0.00 %
	H-SS 10 World History 1-2 AP The Earth and Its Peoples, McDougal Littell			
	H-SS 10-12 European History 1,2 AP Western Civilization, Thomson			
	H-SS 10-12 Psychology 1,2 AP Myer's Psychology for AP, BFW/Worth			
	H-SS 11 U.S. History & Geography 1,2 The Americans: Reconstruction to the 21st Century, California Edition, McDougal Littell			
	H-SS 11 U.S. History & Geography 1,2 Honors A People and a Nation, McDougal Littell			
	H-SS 11 U.S. History 1,2 AP AP American History: Connecting with the Past, McGraw-Hill			
	H-SS 12 Principles of Economics 1 Economics: Principles In Action, Prentice Hall			
	H-SS 12 Government 1 United States Government: Democracy in Action, Glencoe			
	H-SS 12 Government & Politics: United States AP Government in America: People, Politics, and Policy AP, Pearson			
	H-SS 12 Microeconomics 1 AP Economics, Glencoe/McGraw-Hill			
	H-SS 12 Macroeconomics 2 AP Economics, Glencoe/McGraw-Hill			
Foreign Language				0.00 %
Health				0.00 %
Visual and Performing Arts				0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A		0.0 %

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

Last updated: 1/17/2020

School Facility Conditions and Planned Improvements

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

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

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

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2019

Overall Rating	Good
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Last updated: 1/6/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

CAASPP scores are ranked according to four "performance levels": Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	3.0%	55.0%	55.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	3.0%	45.0%	46.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/30/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	74	60.16%	39.84%	2.94%
Male	70	42	60.00%	40.00%	5.13%
Female	53	32	60.38%	39.62%	0.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	109	67	61.47%	38.53%	0.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	118	72	61.02%	38.98%	3.03%
English Learners	61	38	62.30%	37.70%	0.00%
Students with Disabilities	21	12	57.14%	42.86%	0.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	31	14	45.16%	54.84%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	123	69	56.10%	43.90%	2.99%
Male	70	41	58.57%	41.43%	5.13%
Female	53	28	52.83%	47.17%	0.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native					
Asian					
Filipino					
Hispanic or Latino	109	63	57.80%	42.20%	1.64%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	--	--	--	--	
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	118	69	58.47%	41.53%	2.99%
English Learners	61	36	59.02%	40.98%	0.00%
Students with Disabilities	21	9	42.86%	57.14%	0.00%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	31	14	45.16%	54.84%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/30/2020

**CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

Career Technical Education (CTE) Programs (School Year 2018—19)

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

Last updated: 1/30/2020

Career Technical Education (CTE) Participation (School Year 2018—19)

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

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

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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	182
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	33.30%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2020

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

Admission to the University of California (UC) and California State University (CSU) requires completion of a specific set of college-preparatory courses that have been certified by UC. The table below displays two measures related to these courses at the school.

UC/CSU Course Measure	Percent
2018—19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.23%
2017—18 Graduates Who Completed All Courses Required for UC/CSU Admission	10.53%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/31/2020

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

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

Parents are expected to participate in their child's academic success, including ensuring that their child attends school daily and on time. Opportunities to participate onsite include School Site Council, College and Financial Aid nights, Science Night, open houses, and student recognition and excellence programs.

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

State Priority: Pupil Engagement

Last updated: 1/30/2020

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

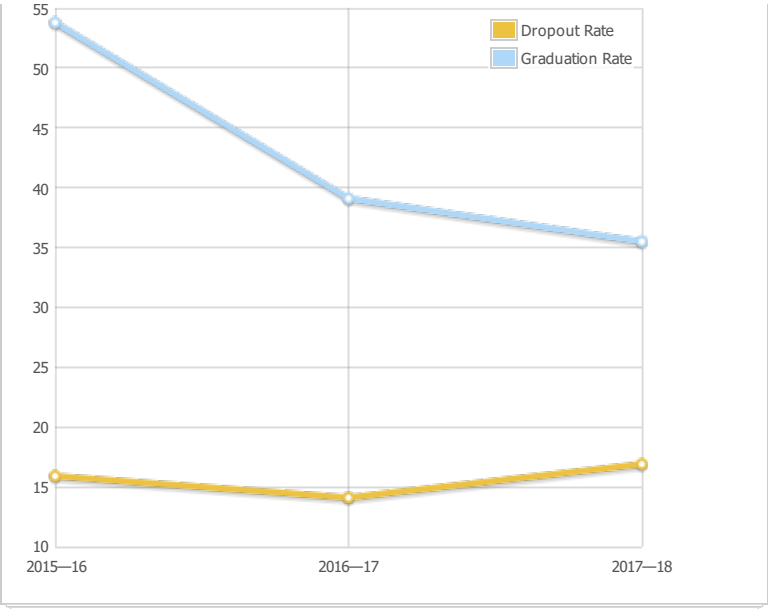
Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	15.90%	3.30%	9.70%
Graduation Rate	53.80%	91.30%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	14.10%	16.90%	3.70%	4.10%	9.10%	9.60%
Graduation Rate	39.10%	35.50%	82.00%	83.10%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/30/2020

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	5.40%	3.80%	6.40%	3.30%	3.50%	3.60%	3.60%	3.50%	3.50%
Expulsions	0.30%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

Last Review/Update: November, 2018

Last Discussed with Staff: January, 2019

School safety is the district's top priority. District leadership, principals, teachers, support staff, school police services, and community partners collaborate to ensure a safe school environment, including efforts to mitigate, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual Comprehensive School Safety Plan, containing policies and procedures to address the safe school climate and emergency readiness to include a safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; substance abuse prevention programs; and, gang dress attire prohibition policy.

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

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

Last updated: 1/30/2020

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	5.00	31		
Mathematics	10.00	13		
Science	7.00	17		
Social Science	8.00	15		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	32		
Mathematics	10.00	15		
Science	8.00	17		
Social Science	8.00	18		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	8.00	31	2	
Mathematics	13.00	14		
Science	9.00	16		
Social Science	9.00	20	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	55.80

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. The table also displays the average number of students for each academic counselor.

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.80
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$20827.00	\$2425.00	\$18402.00	\$85570.00
District	N/A	N/A	--	\$80624.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$82403.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/5/2020

Types of Services Funded (Fiscal Year 2018—19)

The district's general fund includes monies for:

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

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

After-school academic programs include ACCESS (college prep) program study sessions and academic tutoring in all subjects. Recreational activities include basketball, weightlifting and fitness. Other enrichment activities include music writing and recording, organic gardening, and ASB. Additionally, the after school program, IMIN, provides a drop-in center before and after school as well as sponsoring a Leadership Council, Driver's Ed, CPR classes, and clubs such as a Gaming Club.

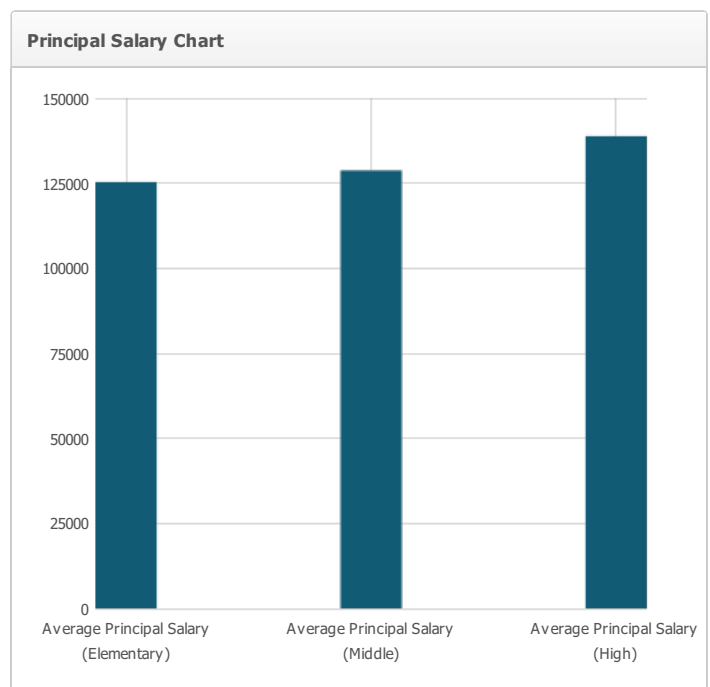
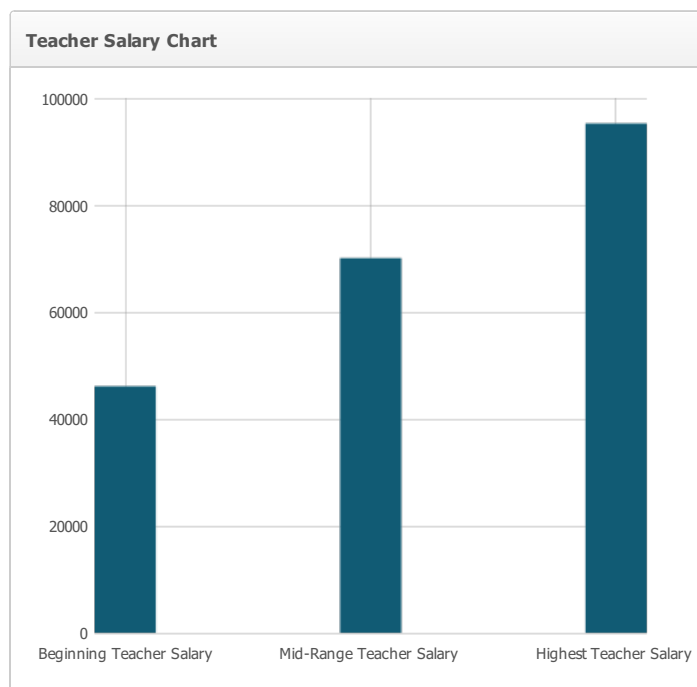
Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district's budget, and compares these figures to the state averages for districts of the same type and size.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (Elementary)	\$125,328	\$125,830
Average Principal Salary (Middle)	\$128,724	\$131,167
Average Principal Salary (High)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796
Percent of Budget for Teacher Salaries	35.00%	34.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/30/2020

Advanced Placement (AP) Courses (School Year 2018—19)

This table displays for the most recent year the number of Advanced Placement (AP) courses offered by the school, by subject, in which at least one student was enrolled, and the percent-age of the school's students enrolled in all AP courses.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement			