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Revised. 11/18/78
Mr. G. H. Gakar
Principal

GARFIELD INDEPENDENT LEARNING CENTER

The Garfield Independent Learning Center is a small high school which tries to maintain a school population of approximately 500 students in the regular day program (8-3), 125 in the late afternoon program (3:30 - 5:30 - M - Th.), and 50 students in the new Contracted Independent Sutdy Program. An attempt is made to work closely with each young adult, giving each an opportunity to help in the planning of his/her educational, personal, and career needs. Opportunities for success are provided and students who have never been successful in large schools often become motivated to do a quantity of school work for the first time in a school which offers them an alternative form of education.

PURPOSE

Students have been transferred from comprehensive high schools to Garfield Independent Learning Center for many reasons:

1. They have not earned enough credits; and they
2. are from out of town and have work in progress;
3. have health problems and cannot attend regular school;
4. are unmotivated;
5. have a strong dislike for schooling of any type;
6. are disenchanted with comprehensive schools;
7. are on exemption from comprehensive schools;
8. are working full-time and need an independent study program.

DESCRIPTION

Garfield functions as a counseling oriented institution as compare to the subject matter orientation of the typical high school The incoming student meets a counselor, and together they discuss the student's past performance and problems at the former school; together they plan a program suitable to the student's needs.

The school offers a completely individualized multilevel program for students in grades nine through twelve. Assignments in classes are based upon the individual ability, needs, and interests of each student. The program is based on small successes, and no failing grades are given. The student is given as much time as is needed to complete his work. There are no semesters, and work is carried over into the next school year until it is completed.

Most courses taught in the comprehensive school are also taught at Garfield. The important difference is in the way the courses are taught. At Garfield

the students and the teacher plan a program. The student then works at his/her own pace to complete the requirements discussed. The minimum for students is a four class load unless they are working or attending classes at a Regional Occupational Center or at the Community College.

Garfield, at the present time, maintains a population of 500 students. The ethnic representation of the enrollment is 92 Spanish surname, 159 Black, and 249 White and other.

The school population is characterized by the wide range of ability of its students, and it is unique in the diversity of the personal problems that are characteristic of many of the students. Garfield is not a neighborhood school. It draws students from practically every junior and senior high school in the city. Many students have rejected the rigidity, competitiveness, and large size of the comprehensive high schools and are seeking another form of education, one which will help them complete their requirements for a high school diploma.

PERSONS INVOLVED

The staff at Garfield is a competent staff made up with a balance of beginning and experience teachers. The turnover of staff is infrequent, and there are many requests for placements from teachers in other schools. Provisions are made to help all new teachers learn about the alternative form of education. Teachers in the program are creative and resourceful. No one teacher uses the same system with students. Each has to adapt the curriculum to suit the needs of the students enrolled. There are presently 23 teachers, one librarian, one inschool resource teacher, four counselors, and two administrators.

STATUS REPORT

The program at the Garfield Independent Learning Center is based on the successful program offered for years at Snyder High School The alternative form of education initially offered at Snyder Continuation High School did provide another form of education that met the needs of dienchanted young adults in the city of San Diego, California. Students attending the school for at least one semester showed success as measured by their higher grades received after being transferred into the alternative program. They were also provided with the opportunity to complete their required work in less time than was needed had they remained in the comprehensive high school.

Students supported the method of instruction used in the alternative form of education offered at Snyder Continuation HIgh School. Rank order of importance was as follows: working at own rate, credits earned when work is completed, making up credits faster, individualized instruction, no required homework, able to graduate early, smaller classes, and no competition.

The alternative program offered at the Garfield Independent Learning Center needs to continue to offer:

1. An individualized instructional program;

2. An opportunity for students to set their own pace for completion of credits;

3. Smaller classes;

4. A method of making up credits faster;

5. The possibility for early graduation for students requesting it;

6. Intensive counseling;

7. An opportunity for creative teaching;

8. Inservice education for prospective teachers involved in alternative forms of education;

9. An opportunity for students to obtain an accredited diploma;

10. Opportunities to combine work and school;

11. Satellite programs in the district where students can spend some time in the community;

12. Year-round group counseling as a part of its guidance program;

13. Opportunities for all students and staff members to participate in evaluating the alternative form of education as often as needed and at least once every year;

14. A reading efficiency program geared to the needs of its student body;

15. Opportunities for staff members to explore the use of group instruction for special interest courses.

LATE AFTERNOON PROGRAM

Purpose

In the fall of 1976, an opportunity was provided for students at Garfield and all other high schools to set their own pace for completion of credits.

DESCRIPTION

Late afternoon classes were offered M - Th. from 3:30 to 5:30 p.m. Ungraded classes in English, Social Studies, Art, Reading, Math, Science, and Spanish were made available to students behind in credits, to students making up "F's" in required courses, to students who had been exempted from regular comprehensive junior and senior high schools, and to young adults close to graduation. Many of the students are also on Garfield's waiting list for the regular day program. Many of these students become motivated enough to add more classes

to their programs. These are the same students who were "turned out" and who now find success in a small, individualized program.

STUDENTS INVOLVED

Enrollment in the late afternoon program is through application and proof of exemption from the regular comprehensive high school. It is on a "first come - first served" bases, but new classes are started as money is made available through the office of Continuing Education.

PERSONNEL INVOLVED:

Staff members (7) are selected from the regular day program and they teach ~~on an~~ hourly. ~~basis~~. Each program designed is similar to programs offered during the day with all materials being shared. Counselors have arranged their schedules to provide one day each to meet the needs of students M - Th until 5:30. An administrative intern is also on campus until 5:30 .

CONTRACTED INDEPENDENT STUDY PROGRAM

PURPOSE

Another program which gets underway in February ,1978 is a program designed for young secondary students now on exemption, suspension, or expulsion.

DESCRIPTION

The Contracted Independent Study Program at Garfield: O.R.A.C.L.E. (Operation Restart: A Contracted Learning Experience.) This program is designed to help students over 16 years of age who are now on exemption, suspension, or expulsion, O.R.A.C.L.E. is a program which brings high school to the student - at home, at work, or in the community. It is a program of individualized learning through independent study.

PERSONS INVOLVED

One teacher has been designated teacher supervisor of the program. This teacher will be assisted by five teacher aides who have background in English, Social Studies, Math and Science. Each teacher assistant will be assigned ten students.

STUDENTS INVOLVED

Students, 16 yrs. or older, presently on exemption have been contacted by mail. All interested students are to contact the teacher supervisor at Garfield. An attempt will made to provide a unique program for 50 students.

GARFIELD INDEPENDENT LEARNING CENTER　　Sept. 11, 1978 - Jan. 12, 1979

<u>SUBJECT:</u> Identification of Former School of Attendance for Students Enrolled

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Bell	- 4
Clairemont	- 1
Crawford	- 7
Einstein	- 1
Garfield	-307
Garfield HSCP	- 5
Gompers	- 3
Henry	- 15
Henry Eve	- 6
Home Teacher	- 15
Hoover	- 26
Horton Elem.	- 1
Kearny	- 13
Lewis	- 5
Lincoln	- 5
Madison	- 3
Mann	- 5
Marston	- 3
Memorial	- 4
Midway	- 6
Mira Mesa	- 2
Mission Bay	- 1
Morse	- 2
O'Farrell	- 10
Pershing	- 1
Pt. Loma	- 3
Roosevelt	- 10
SDHS	- 16
Serra	- 6
Taft	- 1
Twain	- 7
Wilson	- 19
Wright Bros.	- 1

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Campo	- 9
Castle Park	- 1
Exploring Fam.	- 1
Granite Hills	- 2
Harambee House	- 1
Mesa Vista	- 1
Mt. Miguel	- 2
Mt. View	- 1
Our Lady of Peace	1
Our Lady of S.Heart	1
Poway	- 1
Santana	- 2
Sierra Vista	- 2
Skyline	- 1
Summit	- 3
Sweetwater	- 2

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Bonita, Ca.	- 1
Costa Mesa, Ca.	- 1
Hawthorn, Mich.	- 1
Iowa City, Ia.	- 1
Mt. Grove, Mo.	- 1
National City, Ca.	- 1
Oceanside, Ca.	- 1
Ramona, Ca.	- 1
Sacramento, Ca.	- 1
San Marcos, Ca.	- 1
Stapleton, Neb.	- 1
Vista, Ca.	- 1

Total Enrolled to Date 557

January 12, 1979

0 = Mexican Amer	66	14.63 %
1 = White	293	64.97 %
2 = Black	85	18.85 %
3 = Asian - S. Pacific	4	
4 = Amer. Indian		
6 = Portuguese		
7 = Filipino	3	01.55 %
8 = Indo-Chinese		
	451	
ORACLE	66	White — 64.97%
	517	Minority — 35.03%

2 %

% %

January 13, 1978

0 = Mex. Amer.	71	15.57 %
1 = White	300	65.79 %
2 = Black	77	16.89 %
3 = Asian - S. Pac.	7	
4 = Amer. Indian	1	01.75 %
6 = Portuguese		
7 = Filipino		
8 = Indo-Chinese		
	456	White 65.79 %
		Minority 34.21 %

% %