

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.


This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).


[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

| | |
|-------------------------|---|
| School Name | Harbor High School |
| Street | 300 La Fonda Ave. |
| City, State, Zip | Santa Cruz, CA 95062-1431 |
| Phone Number | (831) 429-3810 |
| Principal | Tracey Runeare |
| E-mail Address | truneare@sccs.net |
| School Website | |
| CDS Code | 44698234432340 |
| School Logo |  Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here . |

District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

| | |
|-------------------------|--|
| District Name | Harbor High School |
| Street | 133 Mission Street, Suite 100 |
| City, State, Zip | Santa Cruz, CA 95060 |
| Phone Number | (831) 429-3410 |
| Superintendent | Kris Munro |
| Web Site | www.sccs.net |
| E-mail Address | superintendent@sccs.net |
| District Logo |  <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.</p> |

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

| | |
|------------------|--|
| Member 1 | Name: Sheila Coonerty Title: |
| Member 2 | Name: John Owen Title: |
| Member 3 | Name: Cynthia Ranii Title: |
| Member 4 | Name: Jeremy Shonick Title: |
| Member 5 | Name: Patricia Threet Title: |
| Member 6 | Name: Deborah Tracy-Proulx Title: |
| Member 7 | Name: Claudia Vestal Title: |
| Member 8 | Name: Title: |
| Member 9 | Name: Title: |
| Member 10 | Name: Title: |

| | |
|------------------|-------------------------------|
| Member 11 | Name: Title: |
| Member 12 | Name: Title: |

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

| | |
|------------------------|--|
| Superintendent | Kris Munro |
| Administrator 1 | Name: Dorothy Coito Title: Assistant Superintendent Educational Services |
| Administrator 2 | Name: Jim Monreal Title: Assistant Superintendent Business Services |
| Administrator 3 | Name: Molly Parks Title: Assistant Superintendent Human Resources |

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Harbor High is a comprehensive public High school that opened its doors in 1968 and celebrated its 50th anniversary 2018. Harbor was recognized as an International Baccalaureate (IB) World School in May, 2020. The school has a student body numbering 1025 and is located in the City of Santa Cruz, which has an estimated population of 65,000 residents. Harbor is one of three comprehensive high schools in the Santa Cruz City Schools district.

Harbor High School's mission is to educate all students to become critical thinkers and globally-minded community members and we are a school where adults and students are respectful and own their learning. Harbor High graduates are college and career ready and equipped with the skills needed to become the best version of themselves. Our school offers students a variety of learning and extracurricular opportunities to facilitate the growth and development of each student. Harbor provides a comprehensive education that includes a full athletic program, International Baccalaureate courses and Diploma Program, Advanced Placement courses, AVID program, Newcomer ELD program, SAIL special education program, and Career Technical Education (CTE) program on the campus.

Harbor High is an inclusive, welcoming school with a diverse student population and numerous opportunities for students to learn and grow. 35% of our students qualify for Free or Reduced Lunch benefits and many of our students come from under-resourced families. 13% of our students are English Learners and 4% are students who have reclassified as English speakers. In response to an increasing newcomer population (approximately 15 new-to-the-US students enrolling at Harbor annually), in 2012-2013 Harbor developed a

program for non-English-speaking students that serves all newcomers in the Santa Cruz City School district. Many of our students participate in pursuing proficiency in English and a second language and perform community service towards their Seal of Biliteracy. In 2019, 36 Harbor High seniors earned the Seal of Biliteracy (SSB) on their diplomas. The SSB is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English (per AB 815).

Over the past few years, Harbor has engaged in professional development activities focused on collaboration and the consistency of instruction, school culture, and service. This includes weekly collaboration in departments and Professional Learning Communities (PLCs), Santa Cruz Instructional Leadership (SCIL) meetings, and monthly professional development staff meetings. As a way to build student-ness, we use the Organized Binder system for all students to build a structured approach to organization. In 2014-15 Harbor was selected as a Gold Ribbon School Award School and a Title 1 Academic Achievement Award School for our work increasing our academic culture and student ownership of learning through our adoption of the Organized Binder System and our AVID program. In 2016, 2017, 2018, and 2019 Harbor High was chosen by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) as a California Honor Roll recipient for being a school that demonstrates high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. In 2019 Harbor was granted a six year accreditation by our visiting Western Association of Schools and Colleges (WASC) team.

Harbor's student activities program is thriving; it includes many athletic teams, our Escapades Dance Company, Mock Trial team, Interact Club, music, and theater program. Harbor has a growing culture of school athletics. In 2015-2016, a parcel tax was approved, in part, to support the district's athletics programs. Harbor has a full time Athletic Director and we are able to devote time towards building teams, getting parents involved, and supporting students in athletics. Approximately 500 students participate on over 40 different athletic teams.

Harbor Staff Values:

We believe in our school.

We know all students can learn.

We respect and believe in students.

We use data and research to design and improve curriculum.

We have clear and consistent student expectations.

We are kind, caring, and accessible.

We have high expectations and clearly-communicate success criteria.

We collaborate for students.

We are flexible and adaptable.

We make student-centered decisions.

We grow professionally to meet student needs.

We listen and engage with each other professionally, respectfully and openly.

We are responsive and supportive.

We value and communicate with our stakeholders.

Student Learning Outcomes

What students will be able to know, do or demonstrate when they have completed Harbor High School.

Communicate

Collaborate in groups

Use technology thoughtfully and effectively

Express ideas and understanding through writing, speaking, presenting and listening

Learn

Set goals, plan and anticipate

Access resources

Persist through personal obstacles

Embrace academic challenges

Think

Apply prior knowledge

Solve complex problems

Experiment and create

Evaluate multiple perspectives and sources of information

Contribute

Actively engage in and add to the school and larger community

Welcome and include everyone

Respect self and others

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Harbor has active Booster Club, English Learner Advisory Committee (ELAC), and Site Council parent groups that support the school and community. Parents contribute to our athletic, music, drama, scholarship, and art programs through their fundraising efforts, which include the annual May Golf Tournament, Pirate Festival, Parent Pledge Drive, Poker Tournament, and Drive for Schools. Boosters support academics, extracurricular programs, AVID, and our library. The Booster Club has created communications and hospitality subcommittees to support school-home communication and appreciate staff. Boosters and ELAC work together on projects and jointly sponsor events like the spring Academic Awards Night, staff-appreciation luncheon, and parent movie screening events. ELAC supports parents of English language learners through meetings focused on the college application process, teenage issues, parenting and school connection. ELAC hosts the annual Pirate Festival in the spring as a fundraiser for the ELAC scholarship. In addition, many of our parents participate in the School Site Council, Scholarship Committee, WASC focus groups, and Grad Night Committee. The Principal holds monthly morning coffee conversations with a representative from the counseling office, the Athletic Director, and School Community Coordinator to discuss school events, answer questions, and collaborate on issues of concern with stakeholders. To get involved, please contact Principal Tracey Runeare at truneare@scs.net, or call or visit the school office - (831) 429-3810.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The School Safety Plan includes procedures for safety and for re-location of students in case of emergency and is available online and in the front office. The plan details drills, first aid, and evacuations, as well as mental-health guidelines and plans for coordination with the Santa Cruz Police Department. The School Safety Plan posted on the school's website in full and in a one-page summary form. The plan is reviewed by our School Site Council, the administrative team, and the SCCS School Board and it is revised each year. Staff participates in safety drills and online safety classes, where various modules for personal and site safety are tested. Staff receives training at monthly staff meetings regarding safety issues on issues ranging from reporting hazards to duck, cover, and evacuate procedures. School behavior and policies are well publicized and strictly enforced. Two campus supervisors and two assistant principals monitor the campus and a School Resource Officer (SRO) is also available by call and is on campus three or four days during the week at lunch. Administrators and campus supervisors are on campus at all breaks and lunch as well as before and after school. Visitors must check in at the main office for a parking permit and visitor badge prior to entering the campus. Visiting students from other schools and districts must have school and parent release forms signed prior to visiting Harbor. All teachers must be notified a minimum of three days prior to a visit by non-staff.

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 10/02/2019

This section should be kept to 1-2 paragraphs.

All areas of the school are cleaned regularly on a rotation schedule. Landscaping is centralized through the district facilities and maintenance department with Harbor having one day a week for upkeep on the grounds. The Gym, Multi-Purpose room (MPR) and Little Theater benefit the school and the community for events, larger meetings and performances. There are many student gathering areas, including a central quad with a spacious lawn. Overhangs, the library, and the MPR provide shelter in rainy or cold weather. Several colorful, large murals decorate the school. There are plans for additional murals to enhance the space and build the community. The Booster parents regularly organize campus beautification days to assist in landscaping and general campus clean-up. Harbor has an active Global Student Embassy (GSE) that planted a garden that includes edible and decorative plants. The campus building have been re-roofed over the summer of 2018 using bond money. Bond money has also financed the recently-completed track and field that now also has stadium lighting so the school can host evening games. Other upcoming improvements include technological

infrastructure upgrades, a new performing space, and a new pool.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

| System Inspected | Repair Status (the marks should match your most recent inspection) | 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 | |

| System Inspected | Repair Status (the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned |
|--|---|---|
| <p>Safety: Fire Safety, Hazardous Materials</p> | <p>Poor</p> | <p>PA-1A: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-13: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-12A: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-11A: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-10A: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-9A: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-7A: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-6: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-5A: FIRE EXTINGUISHER NEEDS TO BE SIGNED WOODSHOP: FIRE EXTINGUISHER NEEDS TO BE SIGNED S-09A: FIRE EXTINGUISHER NEEDS TO BE SIGNED S8 OFFICE: FIRE EXTINGUISHER NEEDS TO BE SIGNED H3: FIRE EXTINGUISHER NEEDS TO BE SIGNED H2: FIRE EXTINGUISHER NEEDS TO BE SIGNED LIBRARY: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 100: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 101: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 102: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 103: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 204: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 203: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 202: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 201: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-3A: FIRE EXTINGUISHER NEEDS TO BE</p> |

| System Inspected | Repair Status (the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned |
|------------------|--|--|
| | | <p>SIGNED</p> <p>PA-10: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>PA-4A: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H11: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H10: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H9: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H8: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H14: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H1: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H7: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H6: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H5: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H4: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>FA-5B: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>OFFICE: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>MUSIC ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>FA-7A: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>FA-6: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>FA-4: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>P7: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>P6: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>P5: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>H12: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>S10 LAB: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 52: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 56: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>RM 57: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>GIRLS LOCKER ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>BIG GYM: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> <p>SMALL GYM: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p> |

| System Inspected | Repair Status (the marks should match your most recent inspection) | Repair Needed and Action Taken or Planned |
|--|---|--|
| | | MC11: FIRE EXTINGUISHER NEEDS TO BE SIGNED MPR: FIRE EXTINGUISHER NEEDS TO BE SIGNED P10: FIRE EXTINGUISHER NEEDS TO BE SIGNED P11: FIRE EXTINGUISHER NEEDS TO BE SIGNED P12: FIRE EXTINGUISHER NEEDS TO BE SIGNED P4: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 59: FIRE EXTINGUISHER NEEDS TO BE SIGNED THEATER: FIRE EXTINGUISHER NEEDS TO BE SIGNED |
| Structural: Structural Damage, Roofs | Good | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | |
| Overall Rating: | Good | |

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Teachers at this School | School 2018-19 | School 2019-20 | School 2020-21 | District 2020-21 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 45 | 51 | | |
| Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers) | 2 | 0 | | |
| Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments). | 3 | 3 | | |

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Indicator | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 3 | |
| Total Teacher Misassignments '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. | 0 | 3 | |
| Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester. | 0 | 0 | |

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

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

This section should be kept to 1-2 paragraphs.

In all subject areas, our textbooks are the most recently approved by the State Board of Education and our Local Governing Agency.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|--|----------------------------|---|
| Reading/Language Arts | Literature & Language Arts - Holt Adopted 2002 Shining Star - Pearson Adopted 2007 Keys to Learning - Pearson 2009 | Yes | 0% |
| Mathematics | Integrated 1 - CPM Adopted 2016 Integrated 2 - CPM Adopted 2016 Integrated 3 - CPM Adopted 2016 PreCalculus - CPM Adopted 2016 Pre-Calc with Limits - Houghton Mifflin Adopted 2009 Calculus - CPM Adopted 2016 Practice of Statistics - Freeman Adopted 2011 | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|----------------------|--|-------------------------------------|--|
| Science | <p>Biology - BSCS Adopted 2016</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Physics, AP (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007</p> <p>Chemistry, AP - Cengage Learning Adopted 2014</p> <p>Conceptual Physics - Prentice Hall Pearson Adopted 2009</p> <p>BSCS Science Integrated 1 Adopted 2015</p> <p>Life: Science of Biology, AP - MacMillan Adopted 2014</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|--|-------------------------------------|--|
| History-Social Science | <p>Magruder's American Government - Pearson Prentice Hall Adopted 2006</p> <p>Economics: Principles in Action - Pearson Prentice Hall Adopted 2006</p> <p>The Americans: Reconstruction to the 21st C. - Houghton Mifflin Adopted 2006</p> <p>World History: The Modern World - Pearson Prentice Hall Adopted 2006</p> <p>American People, AP US History - Pearson Education Adopted 2009</p> <p>Challenge of Democracy, American Government Honors - McDougal Littel Adopted 2009</p> <p>World Civilizations, AP World History - Longman Adopted 2014</p> | Yes | 0% |
| Foreign Language | <p>Situaciones - D.C. Heath Adopted 2009</p> <p>Expresate 1 & 2 - Holt Adopted 2011</p> <p>Una Vez Mas, Spanish for Spanish Speakers - Pearson Adopted 2016</p> <p>Vista, AP Spanish - Higher Learning Adopted 2014</p> | Yes | 0% |
| Health | <p>Lifetime Health - Holt Adopted 2011</p> | Yes | 0% |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|--|----------------------------|---|
| Visual and Performing Arts | Art History - Prentice Hall Adopted 2009 | Yes | 0% |
| Science Laboratory Equipment (grades 9-12 schools only) | | | 0 |

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$17,655 | \$10,450 | \$7,205 | \$64,698 |
| District | ♦ | ♦ | \$6,663 | |
| Percent Difference: School Site and District | ♦ | ♦ | 7.8 | -27.6 |
| State | ♦ | ♦ | | |
| Percent Difference: School Site and State | ♦ | ♦ | -4.1 | -24.4 |

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Harbor is a Title 1 Targeted Assistance School and as such receives money from the federal government to support students who qualify for Title 1 services. Harbor funds classes like English Language Development (ELD) and AVID, hires bilingual aides to support our newest English learners, learning tutors in math to support students taking online math courses and .2 for a bilingual counselor. Local Control Funding Formula (LCFF) money is used to support programs and classes for English learners, including a school community coordinator position, our English Language Development classes and Newcomers program. LCFF funds our Response to Intervention (RTI) site coordinator and intervention courses in reading and math. In addition, the district's program director, who handles state and federal special-purpose funds, works closely with our school to secure additional funding to give extra help for students. Our After School Learning Center (ASL) is open from 2:30 until 4:15 P.M. four days a week and teachers and other adult tutors support students in the ASL. The parent community has donated over \$20,000 over the last two years to help purchase classroom supplies and materials.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

| Measure | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2 | 2 | 2 |

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

While there are two full days dedicated in the certificated school year calendar, Harbor High School includes at least 30 minutes of professional development (PD) at each of its monthly staff meetings. The focus of the site's PD are determined by our WASC recommendations, school goals, and indicators of student achievement. Finally, staff identified interest and need provide some of our direction for PD. Our Santa Cruz Instructional Leadership Team (SCIL) meets district-wide in August to prepare site PD plans that support the district LCAP goals. Harbor's SCIL team meets monthly to plan and analyze the school's progress towards our professional development goals, which are assessed at the end of the school year in June and developed again in August. The SCIL team works with administrators to determine the method of PD as well as how the PD will be led with the staff. Our District Office requests a site Professional Development plan from Principals most years. Those PD plans are submitted in August or September and they align with our SCIL focus and SPSA.

Harbor's Single Plan for Student Achievement (SPSA) is an annual plan of actions to raise the academic performance of all students with an emphasis on our areas of growth as indicated in our WASC recommendations and student performance data. During the 2019-2020 school year, our staff participated in a year long training on Restorative Practices. Since becoming an International Baccalaureate (IB) school in 2020, there has been I B training attended by every IB teacher and most teachers in core subjects like English, math, and science.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Harbor offers a variety of career technical education courses (CTE, formerly known as vocational education or ROP) that are open to all students. Harbor High School has a vibrant CTE program with pathways in Medicine and Digital Media Arts. Students are able to earn a certificate of completion in both areas, and these courses have been articulated with the local community college. In the medical pathway we offer Medical Technology, Health Careers, Biotechnology and Sports Medicine. In the Digital Media Arts pathway we offer Graphic Design 1 and 2, Video productions 1 and 2, and Digital Photography 1 and 2. We have the largest offerings in CTE in the north county, including Bike Repair, Administration of Justice, and Mill Cabinetry. Because most of our CTE courses are approved by the UC System, all students are encouraged to find an area of interest and enroll in

one of these college-preparatory electives.