



Harbor High School

300 La Fonda Ave. • Santa Cruz, CA 95062-1431 • (831) 429-3810 • Grades 9-12

Tracey Runeare, Principal

truneare@sccs.net

hh.sccs.net

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Harbor High School

133 Mission Street, Suite 100
Santa Cruz, CA 95060
(831) 429-3410
www.sccs.net

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School Description

Harbor High School opened its doors in 1968 and celebrated its 50th anniversary in September 2018. Harbor is located on the central coast of California in the City and County of Santa Cruz. Harbor High has a current enrollment of 950 students for grades 9-12, and the 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, Advanced Placement courses, AVID program, Newcomer ELD program, SAIL special education program, and Career Technical Education (CTE) program on the campus. In 2019 Harbor was granted a six year accreditation by our visiting Western Association of Schools and Colleges (WASC) team.

Harbor High school is a welcoming campus where with a diverse student population and numerous opportunities for students to learn and grow. 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, 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, and 2018 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.

Harbor's student activities program is thriving; it includes many athletic teams, our Escapades Dance Company, Mock Trial team, Junior Statesman of America, Interact Club, music, and theater program. Over 100 students participate annually in our fall and spring drama productions. An additional 30 or more students dance in our Escapades Dance Company. Each May over 60 art students show their work at the Student Art Show and Sale. In the fall, Harbor sends its competitive Mock Trial team to the countywide competition and a number of students serve on the Youth Court sponsored by the Santa Cruz Probation Department. 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.

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).

Harbor Mission statement:

Educating all students to become critical thinkers and globally-minded community members.

Harbor Vision Statement:

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.

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.

Embrace academic challenges

Communicate

Collaborate in groups

Use technology thoughtfully and effectively

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

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

Learn

Set goals, plan and anticipate

Access resources

Persist through personal obstacles

About the SARC

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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	217
Grade 10	254
Grade 11	192
Grade 12	179
Total Enrollment	842

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	1.5
Filipino	0.7
Hispanic or Latino	56.5
White	35.6
Two or More Races	4
Socioeconomically Disadvantaged	55.1
English Learners	12.9
Students with Disabilities	11
Foster Youth	0.1
Homeless	0.6

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 for Harbor High School	17-18	18-19	19-20
With Full Credential	58	45	51
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	3	3	3

Teacher Credentials for Harbor High School	17-18	18-19	19-20
With Full Credential	♦	♦	319
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at Harbor High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	3
Total Teacher Misassignments*	0	0	3
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.

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<p>Literature & Language Arts - Holt Adopted 2002</p> <p>Shining Star - Pearson Adopted 2007</p> <p>Keys to Learning - Pearson 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>Integrated 1 - CPM Adopted 2016</p> <p>Integrated 2 - CPM Adopted 2016</p> <p>Integrated 3 - CPM Adopted 2016</p> <p>PreCalculus - CPM Adopted 2016</p> <p>Pre-Calc with Limits - Houghton Mifflin Adopted 2009</p> <p>Calculus - CPM Adopted 2016</p> <p>Practice of Statistics - Freeman Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
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> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Lifetime Health - Holt Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>Art History - Prentice Hall Adopted 2009</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 (Most Recent Year)
Year and month in which data were collected: 10/02/2019

System Inspected	Repair Status	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	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 SIGNED PA-10: FIRE EXTINGUISHER NEEDS TO BE SIGNED PA-4A: FIRE EXTINGUISHER NEEDS TO BE SIGNED H11: FIRE EXTINGUISHER NEEDS TO BE SIGNED H10: FIRE EXTINGUISHER NEEDS TO BE SIGNED H9: FIRE EXTINGUISHER NEEDS TO BE SIGNED H8: FIRE EXTINGUISHER NEEDS TO BE SIGNED H14: FIRE EXTINGUISHER NEEDS TO BE SIGNED</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		H1: FIRE EXTINGUISHER NEEDS TO BE SIGNED H7: FIRE EXTINGUISHER NEEDS TO BE SIGNED H6: FIRE EXTINGUISHER NEEDS TO BE SIGNED H5: FIRE EXTINGUISHER NEEDS TO BE SIGNED H4: FIRE EXTINGUISHER NEEDS TO BE SIGNED FA-5B: FIRE EXTINGUISHER NEEDS TO BE SIGNED OFFICE: FIRE EXTINGUISHER NEEDS TO BE SIGNED MUSIC ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED FA-7A: FIRE EXTINGUISHER NEEDS TO BE SIGNED FA-6: FIRE EXTINGUISHER NEEDS TO BE SIGNED FA-4: FIRE EXTINGUISHER NEEDS TO BE SIGNED P7: FIRE EXTINGUISHER NEEDS TO BE SIGNED P6: FIRE EXTINGUISHER NEEDS TO BE SIGNED P5: FIRE EXTINGUISHER NEEDS TO BE SIGNED H12: FIRE EXTINGUISHER NEEDS TO BE SIGNED S10 LAB: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 52: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 56: FIRE EXTINGUISHER NEEDS TO BE SIGNED RM 57: FIRE EXTINGUISHER NEEDS TO BE SIGNED GIRLS LOCKER ROOM: FIRE EXTINGUISHER NEEDS TO BE SIGNED BIG GYM: FIRE EXTINGUISHER NEEDS TO BE SIGNED SMALL GYM: FIRE EXTINGUISHER NEEDS TO BE SIGNED 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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	69	60	64	50	50
Math	36	43	41	46	38	39

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	18.3	23.1	39.4

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	188	181	96.28	69.06
Male	83	80	96.39	60.00
Female	105	101	96.19	76.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	106	100	94.34	56.00
White	69	68	98.55	83.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	105	96.33	60.95
English Learners	38	34	89.47	17.65
Students with Disabilities	20	20	100.00	25.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	188	185	98.40	43.24
Male	83	82	98.80	35.37
Female	105	103	98.10	49.51
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	106	104	98.11	27.88
White	69	68	98.55	61.76
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	107	98.17	30.84
English Learners	38	37	97.37	8.11
Students with Disabilities	20	20	100.00	5.00
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

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.

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)

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, 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.

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.

School Safety Plan

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.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	4.5	4.4	4.1
Expulsions Rate	0.3	0.3	0.5

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.2	4.1
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	240.6

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	.2
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	1.7

* 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 Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	21	22	23	3	23	15	23	5	22	18	21	3
Mathematics	24	9	20	5	26	8	20	5	25	7	21	3
Science	24	7	15	1	26	7	16	3	25	6	16	3
Social Science	28	3	16	8	25	5	18	7	26	6	16	6

* 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.

Professional Development provided for Teachers

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

The focus of the site's professional development (PD) are determined by indicators of student achievement and staff identified interest and need. 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.

Our Santa Cruz City Schools (SCCS) Curriculum and Instruction department revised a Curriculum Master Plan to drive our district goals and direct our professional development. The purpose is to have an aligned TK-12 tier 1 literacy program to allow all students access to the demands of the Common Core ELA/ELD standards. At the high school level, that includes examining grading practices, rubrics and assessment on student achievement. 100% of our core academic courses in Science, English and Math and approximately 65% of the remaining core subjects have developed skill-based and assignment specific rubrics that are shared with students. Harbor High School has instruction and lessons aligned with common core standards. With the shift to the CCSS for Mathematics, there was a realignment of math standards at each grade level as well as an emphasis on the Eight Mathematical Practices. Our district is a part of Santa Cruz County College Commitment - S4C, which emphasizes increasing student math achievement and ensuring our teachers have the math instructional skills to meet students' need and the rigor of the CCSS.

The Common Core State Standards (CCSS) for Literacy, demand that all content areas adopt a rigorous literacy curriculum that engage students in reading, writing, speaking, and listening. The English Department has established curricular maps where we have identified priority Common Core standards and assessments that support each for each unit for English 1 Intensive, English 2 and English 3. SCCS will focus on advancing quality instruction for all ELLs through high-quality standards-aligned materials, ongoing professional development that allows teachers to hone their craft and better meet the needs of our diverse language learners, innovative scheduling which allows ELLs to receive instruction without losing access to core curriculum, and strategic use of time to allow Professional Learning Communities opportunities for regular and ongoing collaboration on instruction. Social Studies is receiving training this year on the the History Social Studies Framework, and Science has attended multiple trainings on the Next Generation Science Standards (NGSS). In addition, our District provides a secondary Science Coach position, who works with our science teachers on instructional strategies and aligning lessons and labs with the NGSS. For all teachers, release time or extra hours are available for work creating priority standards, learning progressions, common assessments, aligning practices, and more.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,959	\$45,741
Mid-Range Teacher Salary	\$86,248	\$81,840
Highest Teacher Salary	\$106,407	\$102,065
Average Principal Salary (ES)	\$137,997	\$129,221
Average Principal Salary (MS)	\$136,875	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$237,850	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	40%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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.

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

Rate for Harbor High School	2015-16	2016-17	2017-18
Dropout Rate	3.4	7	11.7
Graduation Rate	91.3	85.9	87.4

Rate for Harbor High School	2015-16	2016-17	2017-18
Dropout Rate	4.2	5.9	10
Graduation Rate	92.5	89.1	89

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

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/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	364
% of pupils completing a CTE program and earning a high school diploma	51%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	81%

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$17,655	\$10,450	\$7,205	\$64,698
District	N/A	N/A	\$6,663	\$85,451
State	N/A	N/A	\$7,506.64	\$82,663

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.8	-27.6
School Site/ State	-4.1	-24.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.37
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	51.76

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	2	N/A
Science	3	N/A
Social Science	4	N/A
All courses	16	25.5

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

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

Career Technical Education Programs

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 Computer Science, 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. The Computer Science pathway included Introduction to Computer Science and Advanced Placement Computer Science. In the medical pathway we offer Medical Technology, Health Careers, Sports Medicine, and BioTechnology. 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, Construction Technology, and Building Green. 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.

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.