



Harbor High School

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**2017-18 School Accountability Report Card
Published During the 2018-19 School Year**



Santa Cruz City Schools

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**Assistant Superintendent
Educational Services**

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**Assistant Superintendent
Business Services**

Molly Parks
**Assistant Superintendent
Human Resources**

School Description

Harbor High School opened its doors in 1968 and just 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 847 students for grades 9-12, and the school offers students a multitude of learning and extracurricular opportunities to facilitate the growth and development of each student who walks onto our campus. 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 2013 Harbor was granted a six year accreditation by our visiting Western Association of Schools and Colleges (WASC) team.

Harbor High school is a welcoming place 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 and services that students receive. This includes weekly collaboration in departments and Professional Learning Communities, Santa Cruz Instructional Leadership (SCIL) meetings, and professional development trainings in Staff Meetings. As a way to build student-ness, we added the Organized Binder system for freshmen and sophomores to build a foundational approach to organization. In 2013 Harbor High was named the School of the Year by the Santa Cruz Educational Foundation. 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 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 unique Escapades Dance Company, Mock Trial team, Junior Statesman of America, Interact Club, a growing music and choir program, and an expansive 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 and money 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 2018, 47 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.

Persist through personal obstacles
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

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	264
Grade 10	230
Grade 11	202
Grade 12	230
Total Enrollment	926

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	2.5
Filipino	1.3
Hispanic or Latino	55.1
Native Hawaiian or Pacific Islander	0.2
White	36.0
Socioeconomically Disadvantaged	57.6
English Learners	13.8
Students with Disabilities	13.3
Foster Youth	0.3

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			
Harbor High School	16-17	17-18	18-19
With Full Credential	53	58	45
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	1	3	3
Santa Cruz City Schools	16-17	17-18	18-19
With Full Credential	♦	♦	314
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	6

Teacher Misassignments and Vacant Teacher Positions at this School			
Harbor High School	16-17	17-18	18-19
Teachers of English Learners	1	0	0
Total Teacher Misassignments	4	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 16, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature & Language Arts - Holt Adopted 2002 Shining Star - Pearson Adopted 2007 Keys to Learning - Pearson 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Biology - BSCS Adopted 2016 Chemistry - Pearson Prentice Hall Adopted 2007 Physics, AP (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007 Chemistry, AP - Cengage Learning Adopted 2014 Conceptual Physics - Prentice Hall Pearson Adopted 2009 BSCS Science Integrated 1 Adopted 2015 Life: Science of Biology, AP - MacMillan Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials
Year and month in which data were collected: November 16, 2016

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 Littell 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>N/A</p> <p>The textbooks listed are from most recent adoption: N/A 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: 11/26/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	RM 101: BLACK BOOKSHELF NEEDS TO BE ANCHORED PA-3A: BLACK CABINET NEEDS TO BE ANCHORED PA-10: BOOKSHELF NEEDS TO BE ANCHORED PA-1A: BLACK BOOKSHELF NEEDS TO BE ANCHORED PA-13: BLUE SHELF NEEDS TO BE ANCHORED PA-11A: BROWN BOOKSHELF NEEDS TO BE ANCHORED PA-9A: SEVERAL CABINETS NEEDS TO BE ANCHORED PA-7A: 2 WOODEN BOOKCASES NEEDS TO BE ANCHORED PA-6: 3 BOOKSHELVES NEEDS TO BE ANCHORED PORTABLE 11: BLUE BOOKSHELF NEEDS TO BE ANCHORED
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	PORTABLE 6: CLUTTER BOYS' MPR RESTROOM: DIRTY
Electrical: Electrical	Fair	H12: 1 LIGHT OUT H11: 2 LIGHTS OUT H14: BULBS OUT, PHONE JACK NOT IN WALL TURN OUT H1: BULB OUT, NO PHONE H7: LIGHT BULB OUT, PHONE NOT WORKING, BROKEN PHONE JACK H6: 1 BULB OUT H5: 1 BULB OUT H4: 2 BULBS OUT FA-05B: FEW LIGHTS OUT OFFICE: SEVERAL LIGHTS OUT FA-07A: PHONE DOES NOT WORK FA-6: SEVERAL DIFFUSERS MISSING H3: LIGHT BULBS OUT H2: LIGHT BULB OUT
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	MUSIC RM: WATER FOUNTAIN BROKEN

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/26/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	FA-05B: FIRE EXTINGUISHER NOT SIGNED THEATER: NO FIRE EXTINGUISHER ON STAGE MUSIC RM: FIRE EXTINGUISHER NOT SIGNED F4: FIRE EXTINGUISHER NOT SIGNED PORTABLE 7: FIRE EXTINGUISHER NOT SIGNED PORTABLE 6: FIRE EXTINGUISHER NOT SIGNED BIG GYM: FIRE EXTINGUISHER NOT SIGNED SMALL GYM: FIRE EXTINGUISHER NOT SIGNED RM 100: FIRE EXTINGUISHER NOT SIGNED RM 101: FIRE EXTINGUISHER NOT SIGNED RM 102: FIRE EXTINGUISHER NOT SIGNED RM 103: FIRE EXTINGUISHER NOT SIGNED RM 201: FIRE EXTINGUISHER NOT SIGNED RM 202: FIRE EXTINGUISHER NOT SIGNED RM 203: FIRE EXTINGUISHER NOT SIGNED RM 204: FIRE EXTINGUISHER NOT SIGNED PA-3A: FIRE EXTINGUISHER NOT SIGNED PA-9A: FIRE EXTINGUISHER NOT SIGNED PA-7A: FIRE EXTINGUISHER NOT SIGNED WOODSHOP: FIRE EXTINGUISHER NOT SIGNED S-09A: FIRE EXTINGUISHER NOT SIGNED PORTABLE 10: FIRE EXTINGUISHER NOT SIGNED PORTABLE 11: FIRE EXTINGUISHER NOT SIGNED PORTABLE 12: FIRE EXTINGUISHER NOT SIGNED S1: FIRE EXTINGUISHER NOT SIGNED S2: FIRE EXTINGUISHER NOT SIGNED S 10 LAB: FIRE EXTINGUISHER NOT SIGNED S 4: FIRE EXTINGUISHER NOT SIGNED S 6: FIRE EXTINGUISHER NOT SIGNED S 7: FIRE EXTINGUISHER NOT SIGNED GIRLS' LOCKER ROOM: FIRE EXTINGUISHER NOT SIGNED
Structural: Structural Damage, Roofs	Good	PA-13: TWO CEILING PANELS ARE MISSING PA-6: WET CEILING TILES PA-5A: 5 STAINED CEILING TILES
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PA-11A: ENTRANCE DOOR DOES NOT SHUT ON ITS OWN PA-5A: ENTRANCE DOOR DOES [NOT] SHUT ON ITS OWN
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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	60.0	60.0	59.0	60.0	48.0	50.0
Math	39.0	36.0	42.0	41.0	37.0	38.0

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	20.9	20.4	26.4

* 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.

**School Year 2017-18 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	199	171	85.93	60.23
Male	108	90	83.33	52.22
Female	91	81	89.01	69.14
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	104	88.89	52.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	52	83.87	71.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	105	87.50	52.38
English Learners	41	32	78.05	12.50
Students with Disabilities	21	14	66.67	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18 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	199	176	88.44	36.36
Male	108	94	87.04	36.17
Female	91	82	90.11	36.59
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	117	108	92.31	27.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	52	83.87	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	120	111	92.5	29.73
English Learners	41	37	90.24	5.41
Students with Disabilities	21	15	71.43	6.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2018-19)

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 many extracurricular programs, AVID, and our library. The Booster Club has created communications and hospitality subcommittees to support school-home communication and appreciate staff. Boosters also sponsors 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. To become more 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.0	4.5	4.4
Expulsions Rate	0.1	0.3	0.3
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	3.5	3.2
Expulsions Rate	0.4	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	3
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.4375
Psychologist	.6
Social Worker	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	3.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	302

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	21.0	23.0	24	22	15	25	23	23	4	3	5
Mathematics	24.0	24.0	26.0	11	9	8	24	20	20	2	5	5
Science	25.0	24.0	26.0	7	7	7	16	15	16	4	1	3
Social Science	26.0	28.0	25.0	6	3	5	13	16	18	8	8	7

* 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

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 is revising 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 also 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* 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. We are funding classes like English Language Development (ELD) and AVID, 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,345	\$2,284	\$6,061	\$72,706
District	◆	◆	\$6,111	
State	◆	◆	\$7,125	
Percent Difference: School Site/District			-0.8	-10.7
Percent Difference: School Site/ State			-7.8	

* Cells with ◆ 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Harbor High School	2014-15	2015-16	2016-17
Dropout Rate	5.5	3.4	7.0
Graduation Rate	87.3	91.3	85.9
Santa Cruz City Schools	2014-15	2015-16	2016-17
Dropout Rate	3.9	4.2	5.9
Graduation Rate	89.7	92.5	89.1
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

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%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98.2
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	55.5

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	4	♦
Fine and Performing Arts	0	♦
Foreign Language	2	♦
Mathematics	2	♦
Science	3	♦
Social Science	7	♦
All courses	18	29.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	84.3	91.2	88.7
Black or African American	66.7	100.0	82.2
American Indian or Alaska Native	0.0	83.3	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	86.3	86.2	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	80.0	93.6	92.1
Two or More Races	100.0	93.8	91.2
Socioeconomically Disadvantaged	82.9	86.9	88.6
English Learners	60.9	63.8	56.7
Students with Disabilities	52.8	77.3	67.1
Foster Youth	0.0	75.0	74.1

Career Technical Education Programs

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE, formerly known as vocational education or ROP) 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. Our district secondary director of curriculum is the district liaison for all of Santa Cruz City Schools' CTE courses.

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.