



Harbor High School

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Santa Cruz City Schools

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School Description

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. Many of our students come from under-resourced families and that likely many more families qualify than have completed the application. Currently, 35% of our families qualify for free or reduced lunch. 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

Apply prior knowledge
Solve complex problems
Experiment and create
Evaluate multiple perspectives and sources of information

Learn

Set goals, plan and anticipate
Access resources
Persist through personal obstacles
Embrace academic challenges

Contribute
Actively engage in and add to the school and larger community
Welcome and include everyone
Respect self and others

Think

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	285
Grade 10	224
Grade 11	236
Grade 12	190
Total Enrollment	935

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	0.4
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.1
White	36.4
Two or More Races	5.5
Socioeconomically Disadvantaged	52.2
English Learners	13.3
Students with Disabilities	12.2
Foster Youth	0.3
Homeless	1.2

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	18-19	19-20	20-21
With Full Credential	45	53	54
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	3	1	0

Teacher Credentials for Santa Cruz City Schools	18-19	19-20	20-21
With Full Credential	◆	◆	309
Without Full Credential	◆	◆	6
Teaching Outside Subject Area of Competence	◆	◆	2

Teacher Misassignments and Vacant Teacher Positions at Harbor High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	3	0
Total Teacher Misassignments*	0	3	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 2020-21)

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: December 2020

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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	<p>Model Based Biology - EMBER Biology Team UC Davis Adopted 2019</p> <p>Biology - BSCS Adopted 2016</p> <p>Living by Chemistry - Bedford, Freeman, & Worth Adopted 2020</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Active Physics - Activate Learning Adopted 2018</p> <p>Conceptual Physics - Prentice Hall Pearson Adopted 2009</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>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>
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>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Foreign Language	Situaciones - D.C. Heath Adopted 2009 Expresate 1 & 2 - Holt Adopted 2011 Una Vez Mas, Spanish for Spanish Speakers - Pearson Adopted 2016 Vista, AP Spanish - Higher Learning Adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Lifetime Health - Holt Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Art History - Prentice Hall Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Percent of students lacking their own assigned textbook: 0

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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

Year and month in which data were collected: 10/19/20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	RM FA5B: NO HEAT FA 7A: NO HEAT FA 6: NO HEAT FA 4: NO HEAT BIG GYM: CRACK IN VENTILATION MPR: HEAT IS TOO HOT
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	P4: THE OUTLETS IN THE FRONT HALF OF THE PORTABLE DON'T WORK
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	BOYS LOWER BLOCKHOUSE: SINK IS LEAKING P4: WATER HEATER UNDER SINK IS RUSTED
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	RM H11: DOOR HANDLE IS LOOSE
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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	69	N/A	64	N/A	50	N/A
Math	43	N/A	46	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	32	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)

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 Runear 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 (School Year 2020-2021)

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.4	4.1	3.2	4.1	3.5	3.5
Expulsions	0.3	0.5	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.6	1.8	N/A
Expulsions	0.0	0.06	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	246.1

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	1

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	23	15	23	5	22	18	21	3	24	12	26	4
Mathematics	26	8	20	5	25	7	21	3	27	5	23	4
Science	26	7	16	3	25	6	16	3	26	3	20	1
Social Science	25	5	18	7	26	6	16	6	25	7	18	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 (Most Recent Three Years)

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

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 IB training attended by every IB teacher and most teachers in core subjects like English, math, and science.

FY 2018-19 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	District Amount	State Average for Districts In Same Category
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. 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.

State Priority: Pupil Engagement

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

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

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

Rate for Harbor High School	2016-17	2017-18	2018-19
Dropout Rate	7	11.7	6.1
Graduation Rate	85.9	87.4	89.5

Rate for Santa Cruz City Schools	2016-17	2017-18	2018-19
Dropout Rate	5.9	10	8.1
Graduation Rate	89.1	89	89.4

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	11,144	3,139	\$8,006	\$89,900
District	N/A	N/A	\$7,434	\$84,534
State	N/A	N/A	\$7,750	N/A

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	7.4	6.2
School Site/ State	3.2	-24.4

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

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	393
% of pupils completing a CTE program and earning a high school diploma	61.7
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	87

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	99.15
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	55.97

2019-20 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		N/A
Foreign Language	2	N/A

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Mathematics	3	N/A
Science	1	N/A
Social Science	3	N/A
All courses	13	22.3

*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 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.