

Harbor High School

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

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Santa Cruz City Schools

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School Description

A Message from the Principal: Harbor High School offers a comprehensive academic program focused on caring relationships, high expectations and opportunities for all students to participate and contribute. Along with our core program, students are able to enroll in a large selection of Regional Occupational Program classes including photography, bicycle repair, graphic arts, computer graphics, video productions, medical occupations, sports medicine and administration of justice. Our activities program is thriving; it includes many athletic teams, our unique Escapades Dance Troupe, Mock Trial team, and an expansive theater program.

Overall, our standardized test scores are improved, but we are working to make them even better. In 2010-11 Harbor High was recognized as a California Distinguished School. This award highlighted our work with the community and our support for language learners. In 2013 Harbor was granted a six year accreditation by our visiting WASC team. The report was very positive about the progress that Harbor is making and highlighted our work in developing meaningful professional development around teacher collaboration.

We welcome parents to join the School Site Council (SSC), and Parent Booster Club, which do so much for our students.

Major Achievement

Harbor was proud to be named a California Distinguished School last year based on the increase in our test scores for all of our students.

Harbor students are involved in many activities, both on and off campus. Over 100 students participate annually in our fall and spring drama productions. An additional 30 or more students dance in our high school dance troupe, Escapades. Each May over 60 art students show their work at the Student Art Show and Sale. Our ROP classes prepare our students with workplace skills, and each year our Media/Digital Arts classes held a week-long exhibition of their work for the public and school. Our Advancement Via Individual Determination (AVID) program has grown to four levels and our numbers are growing. We currently have the largest AVID program in the county.

Approximately 500 students participate on over 40 different athletic teams, including a surf team and a mountain biking team. In the fall, Harbor sends its very competitive Mock Trial team to the countywide competition. A number of students serve on the Youth Court sponsored by the Santa Cruz Probation Department.

In the 2013–2014 school year, Harbor High School students were awarded over \$150,000 in various scholarships from community and memorial sources.

Focus for Improvement

Harbor continues to focus on performance in math and English language arts for all students. Harbor successfully met 80 percent of our Single Plan goals last year, showing improvement in literacy proficiency, math proficiency, and increasing the number of students from all subgroups taking and passing AP and honors classes. We will continue to push on these areas of growth as work to implement our Single Plan/Action Plan for 2014, building on the good work of staff and students. We are growing our Spanish for Spanish Speakers offerings, our AVID program and our AP offerings as identified in our Site Plan. Currently over 90 percent of our staff is using the new communication system, which allows parents and students to see assignments and grades through the Internet-based system.

Leadership

Mr. Dick Davis is enjoying his sixth year at the helm of the Pirate ship. Shad Coffey is in his first year as Assistant Principal for Student Services and Ms. Tracey Runeare is in her third year as Assistant Principal for Counseling.

Teachers and administrators take part in decision making via a number of committees, including the Site Council, PLC Leads, Department Leads and the Santa Cruz Instructional Leaders/Facilitators team, made up of teachers and counselors from core departments. These leadership groups continue to grow in its efficacy and its impact on the direction of the school. Teachers work collaboratively in departments developing common practices and curriculum as well as examining student work during their professional development. The parents on the Site Council and Parent Booster Club play key roles in shaping our students' academic and extracurricular experiences. The administrative team meets regularly to discuss direction and management issues.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (831) 429-3810.

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.9
Asian	3.0
Filipino	1.0
Hispanic or Latino	51.7
Native Hawaiian/Pacific Islander	0.6
White	38.9
Two or More Races	2.6
Socioeconomically Disadvantaged	58.7
English Learners	12.4
Students with Disabilities	14.8

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 9	247
Gr. 10	310
Gr. 11	256
Gr. 12	206
Total	1,019

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	12-13	13-14	14-15
Fully Credentialed	52	55	53
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	1	1	1
Santa Cruz City Schools	12-13	13-14	14-15
Fully Credentialed	♦	♦	53
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Harbor High School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.66	9.34
Districtwide		
All Schools	88.39	11.61
High-Poverty Schools	81.74	18.26
Low-Poverty Schools	93.97	6.03

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

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 5, 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Literature & Language Arts - Holt Adopted 2002</p> <p>Shining Star - Pearson Adopted 2007</p>
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Algebra 1 - CPM Adopted 2011</p> <p>Algebra 2 -CPM Adopted 2009</p> <p>Geometry - CPM Adopted 2011</p>
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<p>Biology - Houghton Mifflin Adopted 2007</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Physics (Cutnell & Johnson - 7th Ed.) - Wiley & Sons / People's Publishing Adopted 2007</p>
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0%</p>	<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>

School Facility Conditions and Planned Improvements (Most Recent Year)

Due to the reduced size of our custodial staff, all areas of the school are cleaned regularly on a rotating basis. Landscaping is now handled through the district office with Harbor having one day a week for upkeep on the grounds. The Multi-Purpose room continues to be a benefit to the school and the community for larger meetings. There are many student gathering areas, including a central quad with a spacious lawn for nice days. Overhangs and the multipurpose room provide shelter in bad weather. Over the last few years two large murals were added to the school; one on the side of the library facing the quad and the other on the side of the Gym facing the lower campus open area. Another mural is being planned to extend the library mural to the MPR. There are plans for additional murals to enhance the space and build the community.

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: 11/06/14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces		X			Several cabinets and bookcases are not anchored to walls.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				Many classrooms do not have working telephones. Several light bulbs are burned out and diffusers are missing.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			Fire extinguishers are not being inspected.
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	47	58	60	63	64	63	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	53	54	58	59	59	54	56	55
Math	40	41	33	42	44	39	49	50	50
HSS	55	46	45	51	49	50	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	6	6
Similar Schools	6	4	5

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.4	21.8	35.0

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	63
All Student at the School	60
Male	65
Female	55
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	41
Native Hawaiian/Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	43
English Learners	4
Students with Disabilities	16
Students Receiving Migrant Education Services	18

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-2	-20	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	-17	-16
Native Hawaiian/Pacific Islander			
White	-5	-19	7
Two or More Races			
Socioeconomically Disadvantaged	23	-14	-31
English Learners	10	-18	-38
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Harbor is fortunate to have a very active Parent Booster Club and English Learner Advisory Committee (ELAC), parent groups that support the school and community. Boosters support all extracurricular programs. Parents contribute to our athletic, music, drama, and art programs through their fundraising efforts, which include the annual May Golf Tournament, Awards Night, and eScrip. The Parent Booster Club also supports/sponsors the spring Academic Awards Night, the staff-appreciation luncheon, and the Grad Night party for seniors in June. ELAC supports parents of language learners through a series of meetings focused on issues of importance, including college applications, teenage issues, parenting and school connection. This group hosts a Unity and Community Fiesta in the spring each year, featuring food, Folklorico and Jazz dance, Taiko drummers, and Mariachi musicians. In addition, many of our parents participate in the School Site Council, and Parent Scholarship Committee.

To become more involved, please call or visit the school office - (831) 429-3810

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The School Safety Plan is revised each year. The plan includes all procedures and standards for 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 is included in the staff handbook and is reviewed each year. In 2014-15, the plan will be reviewed in the winter and approved in March. Staff participates in online safety classes, where various modules for personal and site safety are tested. School behavior and dress policies are well publicized and strictly enforced. Two campus security staff and the assistant principals are in charge of monitoring the campus. An SRO is also available by call and is on campus three or four days during the week at lunch. Administration and security staff 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 student visit.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	3.7	3.4	3.9
Expulsions Rate	0.2	0.4	0.2
District	11-12	12-13	13-14
Suspensions Rate	4.9	4.2	2.7
Expulsions Rate	0.1	0.3	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	No	
Met API Criteria	Yes	

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2012-2013	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		75.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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)	.44
Psychologist	.7
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	3.5
Other	2.5
Average Number of Students per Staff Member	
Academic Counselor	275

* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
English	24.6	25	24	18	16	20	19	28	32	11	9	4
Math	27.1	26	24	2	8	12	28	24	25	2	5	3
Science	26	27	24	3	5	11	20	21	21	1	2	
SS	31.1	28	29	1	2	3	9	19	16	10	5	8

* 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.

FY 2012-13 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/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,995	\$1,289	\$4,706	\$61,440
District	♦	♦	\$5,085	
State	♦	♦	\$4,690	
Percent Difference: School Site/District			-7.5	-10.7
Percent Difference: School Site/ State			0.3	

Types of Services Funded at Harbor High School

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 ten classes, a release period for our ELD teacher to develop curriculum for newcomers, and .2 for a bilingual counselor. 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 is open from 2:30 until 4:15 P.M. three days a week. This is supervised by a credentialed math or science teacher (depending on the day). Other teachers work with students on a drop-in basis. A grant has allowed us to serve Algebra students with one-to-one tutoring after school four days a week. This tutoring is connected to our Summer Algebra Bridge program. The parent community has donated over \$20,000 over the last two years to help purchase classroom supplies and materials. Two parcel tax initiatives that fund a credentialed library media teacher and counselors were renewed during the 2011-12 school year.

Professional Development provided for Teachers at Harbor High School

Professional Development is provided through the use of Professional Learning Communities (PLCs) that set aside time for teacher collaboration for an hour per week on Mondays. We have monthly staff meetings in which instructional issues and student achievement data are discussed in open forums, often led by the teacher leadership team. Our teacher leadership team develops our annual professional development plan, which continues to focus on driving instruction through peer observations, teacher collaboration and data analysis. Harbor is involved in intensive and ongoing professional development that focuses on teacher collaboration to support student work. There are three key points in our Professional Development Plan. 1) Peer Observation: A protocol for Peer Observations has been developed based on Harbor's Instructional Norms focusing on structured student dialogue, learning purpose and checking for understanding strategies. 2) Collaboration: Course specific, grade level learner subgroups, and/or content/skill area teams work on assessments, curricular development, benchmarks, unit development, etc. in order to identify student needs and further student achievement. PLCs examine student work emanating from the team product, which was created based on student need, assessing student achievement, giving feedback to students and adjusting instruction, curriculum and assessment based on analysis of student work. The four key questions of PLCs will inform the work: What do students need to know? How will we know that they have learned it? What will we do when they don't show understanding to standard? What will we do when they already know it? 3) Student Achievement: Monitoring student growth over time in order to increase overall student achievement as measured by an increase in students fulfilling a-g requirements.

2013-14 California High School Exit Examination Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	35	28	37	35	41	25
All Students at the School	38	26	36	38	35	27
Male	40	24	36	36	32	32
Female	37	28	35	41	38	22
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	57	22	21	51	37	11
Native Hawaiian/Pacific Islander						
White	13	32	55	22	33	45
Two or More Races						
Socioeconomically Disadvantaged	58	23	20	51	37	12
English Learners	95	5		92	5	3
Students with Disabilities	89	8	3	86	14	
Students Receiving Migrant Education Services	58	25	17	67	33	

* 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.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Harbor High School	2011-12	2012-13	2013-14
English-Language Arts	57	58	62
Mathematics	61	64	62
Santa Cruz City Schools	2011-12	2012-13	2013-14
English-Language Arts	63	64	65
Mathematics	63	65	65
California	2011-12	2012-13	2013-14
English-Language Arts	56	57	56
Mathematics	58	60	62

* 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.

Completion of High School Graduation Requirements			
Group	Graduating Class of 2013		
	School	District	State
All Students	92.53	93.26	84.56
Black or African American	83.33	77.27	75.90
American Indian or Alaska Native	0.00	85.71	77.82
Asian	110.00	100.00	92.94
Filipino	100.00	83.33	92.20
Hispanic or Latino	86.73	86.30	80.83
Native Hawaiian/Pacific Islander	100.00	50.00	84.06
White	96.58	97.71	90.15
Two or More Races	83.33	92.86	89.03
Socioeconomically Disadvantaged	87.13	82.09	82.58
English Learners	42.86	55.71	53.68
Students with Disabilities	75.00	68.04	60.31

Dropout Rate and Graduation Rate			
Harbor High School	2010-11	2011-12	2012-13
Dropout Rate (1-year)	1.8	1.3	3.4
Graduation Rate	94.93	96.25	93.16
Santa Cruz City Schools	2010-11	2011-12	2012-13
Dropout Rate (1-year)	2.9	3.5	4.7
Graduation Rate	90.15	90.53	89.84
California	2010-11	2011-12	2012-13
Dropout Rate (1-year)	14.7	13.1	11.4
Graduation Rate	77.14	78.87	80.44

2013-14 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	3	♦
Fine and Performing Arts		♦
Foreign Language	1	♦
Mathematics	1	♦
Science	2	♦
Social Science	4	♦
All courses	11	0.7

* Where there are student course enrollments.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2013-14 Enrollment in Courses Required for UC/CSU Admission	69.58
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	51.57

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	311
% of pupils completing a CTE program and earning a high school diploma	71%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

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) are open to all students. Harbor High School has a vibrant CTE program with pathways in both Medicine and 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.