



# Harbor High School

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

Tracey Runeare, Principal

truneare@sccs.net

hh.sccs.net

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Santa Cruz City Schools**

405 Old San Jose Road  
Soquel, CA 95073  
(831) 429-3410  
www.sccs.net

#### **District Governing Board**

Sheila Coonerty  
Deedee Perez-Granados  
Jeremy Shonick  
Alisun Thompson  
Patricia Threet  
Deborah Tracy-Proulx  
Claudia Vestal

#### **District Administration**

Kris Munro  
**Superintendent**  
Frank Wells  
**Assistant Superintendent  
Educational Services**  
  
Patrick Gaffney  
**Assistant Superintendent  
Business Services**  
  
Molly Parks  
**Assistant Superintendent  
Human Resources**

### **School Description**

Harbor High School offers a comprehensive academic program focused on high expectations, caring relationships, and opportunities for all students to participate and contribute. Staff and students take pride in how Harbor the campus feels. The environment is inclusive and is captured in our vision statement: Educating world-ready students in an environment where students can become who they are. Our core academic program includes a growing Advanced Placement (AP) program, 14 on-site career technical education (CTE) classes, and six Advancement Via Individual Determination (AVID) courses. 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 Western Association of Schools and Colleges (WASC) team, including a positive 2016 mid-year report. The WASC report emphasized the progress that Harbor is making and highlighted our work in developing meaningful professional development around teacher collaboration. 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.

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, Model UN, a growing music and choir program, and an expansive theater program. Harbor students are involved in activities 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 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 for the first time 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.

Our CTE classes prepare our students with workplace skills and promote college and career readiness. Each year our Media/Digital Arts classes hold a week-long exhibition of their work for the public and school. We currently have the largest AVID program in the county with over 120 students enrolled. In 2016, 100% of AVID seniors were accepted to four year colleges. In 2015-2016, Harbor students were awarded \$988,840.00 in college scholarships. Many of our students participate in pursuing proficiency in English and a second language and perform community service towards their Seal of Biliteracy. In 2016, 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).

## 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	223
Grade 10	251
Grade 11	214
Grade 12	266
<b>Total Enrollment</b>	<b>954</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.5
Asian	2.8
Filipino	1
Hispanic or Latino	53.6
Native Hawaiian or Pacific Islander	0.6
White	37.7
Two or More Races	2.3
Socioeconomically Disadvantaged	55.9
English Learners	14
Students with Disabilities	15.6
Foster Youth	0.4

## 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	14-15	15-16	16-17
With Full Credential	53	53	49
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	1	1	
Santa Cruz City Schools	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Harbor High School	14-15	15-16	16-17
Teachers of English Learners	0		1
Total Teacher Misassignments	1	1	4
Vacant Teacher Positions	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

2015-16 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	73.5	26.5
Districtwide		
All Schools	72.6	27.4
High-Poverty Schools	63.6	36.4
Low-Poverty Schools	80.0	20.1

\* 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 2016-17)**

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
<b>Reading/Language Arts</b>	Literature & Language Arts - Holt Adopted 2002  Shining Star - Pearson Adopted 2007  Keys to Learning - Pearson 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Algebra 1 - CPM Adopted 2011  Algebra 2 - CPM Adopted 2009  Geometry - CPM Adopted 2011  Integrated 1 - CPM Adopted 2016  Course 3 - CPM Adopted 2014  PreCalculus - CPM Adopted 2016  Pre-Calc with Limits - Houghton Mifflin Adopted 2009  Calculus - CPM Adopted 2016  Practice of Statistics - Freeman Adopted 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 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
<b>Science</b>	<p>Biology - BSCS Adopted 2016</p> <p>Chemistry - Pearson Prentice Hall Adopted 2007</p> <p>Physics, AP (Cutnell &amp; Johnson - 7th Ed.) - Wiley &amp; Sons / People's Publishing Adopted 2007</p> <p>Chemistry, AP - Cengage Learning Adopted 2014</p> <p>Conceptual Physics - Prentice Hall Pearson Adopted 2009</p> <p>BSCS Science Integrated 1 Adopted 2015</p> <p>Life: Science of Biology, AP - MacMillan Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>History-Social Science</b>	<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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<b>Foreign Language</b>	<p>Situaciones - D.C. Heath Adopted 2009</p> <p>Expresate 1 &amp; 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><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

**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
<b>Health</b>	Lifetime Health - Holt Adopted 2011  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	Art History - Prentice Hall Adopted 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science Laboratory Equipment</b>	<b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

**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 Multi-Purpose room (MPR) and Little Theater benefit the school and the community for 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.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/28/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			PA 1: HEAT IS NOT WORKING PA 3: HEAT IS NOT WORKING
<b>Interior:</b> Interior Surfaces	X			LIBRARY: BOOKSHELF NOT ANCHORED TO THE WALL RM 200: TALL BLACK CABINET IN TEACHERS AREA NOT ANCHORED DOWN, ITEMS STACKED EVERYWHERE RM 201: WHITE BOOKCASE NOT ANCHORED DOWN RM 202: ITEMS STACKED ON TOP OF HIGH SHELVES / FIRE EXTINGUISHER NOT INSPECTED RM 203: ITEMS STACKED ON TALL CABINET WEIGHT RM: PART OF THE WALL HAS BEEN KICKED IN / THE WINDOW SEAL NEXT TO THE DOOR IS BROKEN
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 11/28/2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			BOY LOCKER ROOM: LIGHT BULBS OUT / FIRE EXTINGUISHER NOT INSPECTED / DOOR IS STICKING GIRLS LOCKER ROOM: LIGHT BULBS OUT / BATHROOM STALL NEXT TO HANDICAP LEAKS WHEN FLUSHED / FIRE EXTINGUISHER NOT INSPECTED / LOCK ON HANDICAP STALL NEEDS TO BE FIXED GYMS: SMALL AND LARGE: OUTLET IS HANGING / ALL THREE FIRE EXTINGUISHERS NOT INSPECTED / LEAK IN THE ROOF H8: 5 LIGHT BULBS ARE OUT / DOOR STICKS LOWER BLOCK GIRLS RESTROOM: 1 LIGHT BULBS OUT S2: LIGHTING COVERS ARE FALLING OFF
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	ALL GENDER BATHROOM: TOILET IS LEAKING FA 8: THE SINK IS CLOGGED / HANDICAP SIGN IS BROKEN GIRLS LOCKER ROOM: LIGHT BULBS OUT / BATHROOM STALL NEXT TO HANDICAP LEAKS WHEN FLUSHED / FIRE EXTINGUISHER NOT INSPECTED / LOCK ON HANDICAP STALL NEEDS TO BE FIXED LOWER BLOCK BOYS RESTROOM: HANDICAP TOILET LEAKS WHEN FLUSHED
<b>Safety:</b> Fire Safety, Hazardous Materials	X			BOY LOCKER ROOM: LIGHT BULBS OUT / FIRE EXTINGUISHER NOT INSPECTED / DOOR IS STICKING GIRLS LOCKER ROOM: LIGHT BULBS OUT / BATHROOM STALL NEXT TO HANDICAP LEAKS WHEN FLUSHED / FIRE EXTINGUISHER NOT INSPECTED / LOCK ON HANDICAP STALL NEEDS TO BE FIXED GYMS: SMALL AND LARGE: OUTLET IS HANGING / ALL THREE FIRE EXTINGUISHERS NOT INSPECTED / LEAK IN THE ROOF RM 202: ITEMS STACKED ON TOP OF HIGH SHELVES / FIRE EXTINGUISHER NOT INSPECTED
<b>Structural:</b> Structural Damage, Roofs	X			FA 8: THE SINK IS CLOGGED / HANDICAP SIGN IS BROKEN PA 9: LEAK IN ROOF PORTABLE 10: NO BRAILLE ROOM SIGN PORTABLE 11: NO BRAILLE ROOM SIGN PORTABLE 12: NO BRAILLE ROOM SIGN

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/28/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOY LOCKER ROOM: LIGHT BULBS OUT / FIRE EXTINGUISHER NOT INSPECTED / DOOR IS STICKING GIRLS LOCKER ROOM: LIGHT BULBS OUT / BATHROOM STALL NEXT TO HANDICAP LEAKS WHEN FLUSHED / FIRE EXTINGUISHER NOT INSPECTED / LOCK ON HANDICAP STALL NEEDS TO BE FIXED GYMS: SMALL AND LARGE: OUTLET IS HANGING / ALL THREE FIRE EXTINGUISHERS NOT INSPECTED / LEAK IN THE ROOF H2: DOOR CAN BE OPENED EVEN WHEN IT'S LOCKED H8: 5 LIGHT BULBS ARE OUT / DOOR STICKS WEIGHT RM: PART OF THE WALL HAS BEEN KICKED IN / THE WINDOW SEAL NEXT TO THE DOOR IS BROKEN
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	60	61	54	62	70	64	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	15.9	20.8	30

\* 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	60	57	61	60	44	48
Math	37	34	43	45	34	36

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	248	224	90.3	54.5
Male	136	119	87.5	56.3
Female	112	105	93.8	52.4
Asian	13	11	84.6	72.7
Hispanic or Latino	122	110	90.2	33.6
White	95	87	91.6	80.5
Socioeconomically Disadvantaged	126	115	91.3	34.8
English Learners	42	35	83.3	11.4
Students with Disabilities	36	29	80.6	20.7

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	212	184	86.8	57.1
Male	11	126	108	85.7	57.1
Female	11	86	76	88.4	56.9
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	115	112	97.4	48.2
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	77	55	71.4	68.6
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	121	114	94.2	51.8
English Learners	11	22	22	100.0	
Students with Disabilities	11	37	30	81.1	31.0
Students Receiving Migrant Education Services	11	13	13	100.0	30.8
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	212	179	84.4	33.7
Male	11	126	107	84.9	39.4
Female	11	86	72	83.7	25.4
Black or African American	11	--	--	--	--
American Indian or Alaska Native	11	--	--	--	--
Asian	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	11	115	110	95.7	22.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	77	53	68.8	50.0
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	121	112	92.6	26.1
English Learners	11	22	22	100.0	4.8
Students with Disabilities	11	37	29	78.4	13.8
Students Receiving Migrant Education Services	11	13	13	100.0	16.7
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 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 (School Year 2016-17)

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, and Drive for Schools. Boosters support many extracurricular programs, AVID, and 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 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, and Grad Night Committee. To become more involved, please contact Principal Tracey Runeare at [truneare@sccs.net](mailto:truneare@sccs.net), or 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 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 is reviewed and revised each year. In 2015-2016, the plan was reviewed in the winter and approved in March. 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 dress policies are well publicized and strictly enforced. Two campus supervisors and two assistant principals monitor the campus. A School Resource Officer (SRO) is also available by call and is on campus three or four days during the week at lunch. Administration 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	2013-14	2014-15	2015-16
Suspensions Rate	3.9	1.7	2.0
Expulsions Rate	0.2	0.4	0.1
District	2013-14	2014-15	2015-16
Suspensions Rate	2.7	1.3	2.5
Expulsions Rate	0.1	0.1	0.4
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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	

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	.1666
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist	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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	24	23	23	20	18	18	32	30	30	4	1	1
Mathematics	24	26	26	12	7	7	25	21	21	3	8	8
Science	24	25	25	11	8	8	21	17	17		3	3
Social Science	29	28	28	3	5	5	16	12	12	8	10	10

\* 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

Professional development (PD) is planned by administration and our Santa Cruz Instructional Leadership (SCIL) team, driven by our school goals, to determine our annual PD plan. The SCIL team meets monthly to monitor progress towards PD implementation and action plan next steps. SCIL also leads the direction for our professional learning communities (PLCs), who meet weekly on cycles of inquiry related to student performance. During monthly staff meetings, instructional practices and student achievement data are discussed, led by the SCIL team. Our instructional professional development plan focuses on meeting students' instructional needs through PLC work, teacher clarity, and student self-assessment. Three instructional questions key to student learning inform the work: "What are we learning and why?" "How will we know when we've learned it?" "After we learn this, what will we learn next?" Paul Bloomberg, a consultant with the Core Collaborative meets with SCIL and administrators to support next steps in our PLC process and instructional focuses. Enid Lee, an educational consultant and author, on anti-racist education, works monthly with interested teachers on equitable educational outcomes for students through observations and feedback. Teachers are encouraged to attend workshops on topics such as English Language Development (ELD), Advanced Placement (AP), common core or college preparatory math (CPM). Professional development occurs with the entire staff once a month for 75 minutes while PLC work happens weekly for one hour with smaller grade alike, course, and subject alike teacher groups. All administrators are instructional leaders who work with teachers through observation and feedback. Teachers are encouraged to conduct at least two peer observations annually to share best instructional practices and provide peer feedback on instruction.

FY 2014-15 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/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,960	\$2,121	\$5,597	\$60,793
District	♦	♦	\$5,132	
State	♦	♦	\$5,677	
Percent Difference: School Site/District			9.1	-10.7
Percent Difference: School Site/ State			-1.4	

\* Cells with ♦ do not require data.

## 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 ten classes, bilingual aides to support our Newcomer students, an extended learning tutor 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 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 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). The parent community has donated over \$20,000 over the last two years to help purchase classroom supplies and materials.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Harbor High School	2011-12	2013-14	2014-15
Dropout Rate	3.40	5.00	5.50
Graduation Rate	93.16	90.55	87.34
Santa Cruz City Schools	2011-12	2013-14	2014-15
Dropout Rate	4.70	4.20	3.90
Graduation Rate	89.84	91.92	89.71
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	333
% of pupils completing a CTE program and earning a high school diploma	12.8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	56%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	96.51
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	55.1

\* Where there are student course enrollments.

2015-16 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	4	♦
Fine and Performing Arts		♦
Foreign Language	3	♦
Mathematics	2	♦
Science	3	♦
Social Science	5	♦
All courses	17	.9

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	86	90	86
Black or African American	100	68	78
American Indian or Alaska Native	67	86	78
Asian	100	97	93
Filipino	100	100	93
Hispanic or Latino	80	84	83
Native Hawaiian/Pacific Islander	100	100	85
White	92	94	91
Two or More Races	63	85	89
Socioeconomically Disadvantaged	61	66	66
English Learners	57	63	54
Students with Disabilities	80	83	78

### 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. In the medical pathway we offer Medical Technology, Health Careers, Sports Medicine, and BioTechnology. In the media arts pathway we offer graphic arts 1 and 2, Video productions 1 and 2, Digital Photography 1 and 2, and Marketing. We have the largest offerings in CTE in the north county, including Bike Repair, Admin of Justice, both of the pathways, Construction Tech, Green Building.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.