

School Year: **2023-24**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Harbor High School	44698234432340	May 9, 2023	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement  
Partner with the school and educational partners in the development of the ATSI plan

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Harbor High's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs includes a Professional Development plan for Integrated English Language Development; renewed efforts to increase participation in the CAASPP ELA/Math SBAC assessments; goal setting and performance evaluations in collaboration with educational partners.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Each year, Santa Cruz City Schools publishes an Annual Family, Student and Staff Survey with results aggregated by school site. Results from Harbor's 2022-23 surveys are as follows:

### Family Survey

Please rate your level of agreement with the following statements:

- "I feel that my child is appropriately challenged in school" 63%
- "I feel that my child's school recognizes and values student accomplishments" 74%
- "When academics are challenging, I feel that my child's school supports my child to do better and improve" 68%
- "My child feels safe at school" 74%
- "I feel that teachers have high expectations for all students at my child's school" 69%
- "My child's school and the district seeks my input and ideas in decision making" 63%
- "When I contact my child's school, I receive courteous attention" 82%
- "I receive sufficient information regarding my child's education program, progress and needs" 73%
- "I feel that I receive clear and relevant communication about school and district related events and issues" 80%
- "I know who to go to with a problem or concern" 71%
- "The school website is clear and accessible" 71%

### Student Survey

Please rate your level of agreement with the following statements:

- "I feel connected and engaged with school" 54%
- "I feel that the school recognizes and values student accomplishments" 53%
- "When academics are challenging, I feel my school supports me well to do better and improve" 58%
- "When I have problems or challenges, I feel that there are adults at the school to help and support" 61%
- "All students are well-supported to improve academically" 57%
- "(If you are an English Learner) I feel there are enough supports for me to learn and improve my spoken and written English to progress at school" 34%
- "I feel safe at my school" 65%
- "I feel that teachers and administrators care about all students" 61%
- "My school is clean and well-maintained" 41%
- "I feel that teachers have high expectations for all students" 67%

### Staff Survey

Please rate your level of agreement with the following statements:

- "Students feel connected and engaged at my school" 69%
- "I feel that my school recognizes and values student accomplishments" 76%
- "When academics are challenging, my school supports students to do better and improve" 61%
- "When students have personal problems or challenges, adults at my school work to help and support them" 87%
- Please rate your level of agreement with the following statement, "Under-performing students are well supported to improve academically at my school" 45%
- "I feel there are enough supports for English Learners progress at my school" 22%
- "Students feel safe at my school" 76%
- "My school is clean and well-maintained" 57%
- "I feel that teachers have high expectations for all students" 69%

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Using a feedback tool developed by both staff and administration, classroom observations were conducted by administrators with an average frequency of 40 classroom visits a month, combined among 3 administrators. In walkthroughs, administrators noted whether there was a learning intention, an observed instructional strategy that was

high impact, social/emotional, and/or integrated ELD. Administrators noted which type of strategy was used for each category on the walkthrough tool.

#### Summary of Findings:

75% of teachers had a learning intention that was posted online or on the board or verbally described while 25% of the time the learning intention was absent or not observed by an administrator.

77% of teachers used high impact strategies; 22% were social/emotional strategies; and 27% were ELD/Integrated ELD strategies.

\* Of the high impact strategies observed, 46% were modeling by the teacher followed by accountable student talk (31%) and scaffolding (30%) followed by several other strategies

\* Of the social emotional learning strategies, emotional check ins and structured partner activities were both observed with equal frequency at 55% each followed by a variety of activities.

\* Of the ELD strategies observed, graphic organizers were used most frequently at 20% followed by multi-modal support at 15.5%. Vocabulary instruction and sentence starters were the next most frequently observed ELD strategies during walkthroughs.

Professional development for the school year is informed, in part, by this walkthrough data. Our staff has been involved in Integrated ELD professional development in Santa Cruz Instructional Leadership (SCIL) monthly meetings and in whole certificated staff meetings and at the January professional development day. We will continue whole certificated staff Integrated ELD professional development during the 2023-2024 school year.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Share iReady/MAP ELA & Math most recent results (must be in narrative form in DTS template), ELPAC & CAASPP.

Approximately 62% of Harbor 11th grade students scored as standard met or exceeded (combined) on the 21-22 ELA CAASPP. On the 21-22 Math CAASPP, 28% of Harbor 11th grade students scored as standard met or exceeded. Of the 24 English learners who took the ELA CAASPP, 8% scored as standard met and on the Math CAASPP 37 English learners, just 3% met standard. 60% of the students who are RFEP (79 total) scored standard met or exceeded on the CAASPP ELA test. 14% of the students who are RFEP (78 total) scored standard met or exceeded on the CAASPP Math test.

Teachers have been participating in Integrated ELD training in SCIL and Staff meetings; students who are underperforming in math are enrolled in Math + intervention course or the bilingual Math + intervention course. Additionally, students who are failing math or English or who are in danger of failing are enrolled in Academic Lab where they are supported in subject areas with bilingual adult and peer tutors. Professional Development for 2023-24 will include the work from 2022-23 and add in WestEd integrated ELD training.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Harbor's Response to Intervention (RTI) Coordinator has used data from 2021-2022 and 2022-2023 to analyze the progress of all students, with a focus on English learners, on CAASPP, ELPAC, MAP scores. Additionally, semester grades in all classes have been disaggregated by student subgroup, courses, and departments to identify trends in achievement and/or gaps in achievement. An example of this work is that our RTI Coordinator has been working in collaboration with our ELD teachers and school community coordinator to ensure that all English Learners are prepared for and understand the purpose of the ELPAC and the importance of their progress. We have made sure that students are familiar with the test proctors and are in a comfortable setting and encouraged to do their best on the assessment.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All 2022-23 Harbor staff met the requirements for highly qualified staff as evidenced by "Standard Met" on the California School Dashboard - Local Indicators.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

100% of teachers and students had access to common core, standards aligned curriculum and there were both school and district trainings available to teachers related to high impact instructional strategies including integrated ELD strategies as evidenced by "Standard Met" on the California School Dashboard - Local Indicators.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff identified the need for integrated ELD training based on student performance and the restructuring of our ELD courses that resulted from a Title 1 Audit in 2021-2022. Prior to the audit, all levels of ELD were double-blocked, meaning that students had daily designated ELD instruction. Starting in 2022-2023, students in ELD 1-3 have only one designated ELD course and they are placed in a grade level English class. Our teachers noted the needs for integrated ELD training to support our English learners in all classes. Also, grade data in science and PE indicated that our teachers needed more support for instructing students with limited English proficiency.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Teachers on Special Assignment (TOSAs) that support teachers are as follows:

New Teacher TOSA  
History/Social Studies TOSA  
English Learner TOSA  
CTE TOSA  
High School English Language Arts TOSA  
Computer Science TOSA

Additionally, there is a full-time RtI Coordinator at Harbor who supports teachers with intervention strategies and data to inform interventions and instruction. Our counseling team meets weekly with our RTI Coordinator, School Community Coordinator, and Credit Recovery teacher to share intervention needs and strategies for students. Our ELD team meets monthly to discuss individual student progress, success, and interventions needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

With an eight-period day, every department at Harbor has a shared prep. Additionally, most Professional Learning Communities (PLCs) meet three times a week while departments meet once a month. PLCs at the site include: International Baccalaureate (IB) PLC, New Teacher PLC and Advancement Via Individual Determination (AVID) PLC. All PLCs and departments are working on aligning curriculum to IB classes.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All adopted curriculum is based on Common Core standards. Additionally, high impact strategies are being implemented in classrooms and include Integrated ELD, social emotional instruction, and re-engagement strategies.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Harbor has an eight-period schedule that allows for students to fit interventional courses into their schedule in addition to their six required classes per year. These interventions may include an academic support class for students with IEPs as well as an academic lab class period, math 1 plus, math 2 plus, English language development levels 1-3, credit recovery and/or AVID for students with and without IEPs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

100% of students have access to standards-based instructional materials appropriate to their course and grade level as noted in the School Accountability Report Card (SARC)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses offered are aligned to the Common Core standards and frameworks. Intervention materials are also aligned to the skills needed to become grade-level proficient based on the Common Core standards.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Harbor has several intervention classes including an academic support class for students with IEPs as well as an academic lab class period, math 1 plus, math 2 plus, English language development levels 1-3, credit recovery and/or AVID for students with and without IEPs. All of these classes are scheduled in the regular school day and students may enroll in up to 8 courses per semester per year. Harbor offers AVID at every grade level and we offer tutoring for students every day during every class period. Students may drop in to tutoring or have it added to their schedule to incorporate more accountability.

Evidence-based educational practices to raise student achievement

Our teachers use many high-impact teaching strategies during instruction to raise student achievement. These strategies include, but are not limited to establishing clear learning intentions, student self and peer-evaluations, student and teacher modeling, structured goal setting, accountable student talk, scaffolding, concept mapping, meta-cognitive strategies, academic discourse, and checking for understanding. Harbor has had Restorative Practices training for all staff and Integrated ELD, through our EL TOSA for professional development. Several teachers attended the EL Rise! voluntary training and math teachers have attended CPM training. Many teachers have attended our IB training.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Harbor has several intervention classes including an academic support class for students with IEPs as well as an academic lab class period, math 1 plus, math 2 plus, English language development levels 1-3, credit recovery and/or AVID for students with and without IEPs. All of these classes are scheduled in the regular school day and students may enroll in up to 8 courses per semester per year. Harbor offers AVID at every grade level and we offer tutoring for students every day during every class period. Students may drop in to tutoring or have it added to their schedule to incorporate more accountability.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Harbor holds their annual Title 1 parent meeting and has a family school compact. Harbor has a parent booster organization, holds monthly ELAC meetings, and also has parent nights to support parents in understanding graduation requirements, college requirements, FAFSA completion, etc.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Harbor funds many services using categorical funds to support the needs of students. We use ESSER/COVID funds to pay peer tutors as well as adult, part-time tutors. Our credit recovery, full time bilingual academic tutor, and peer tutor coordinator are all paid for through ESSER funding this year.

LCAP - LCFF Supplemental funds are used to pay for our Specially Designed Academic Instruction in English (SDAIE) classes, math intervention classes, some ELD classes, School Community Coordinator, and RTI Coordinator.

Title I funds pay for AVID courses and academic tutoring hours.

Fiscal support (EPC)

Harbor is receiving additional funding to support addressing the needs we've identified in our needs assessment to support our English Learners in making the growth necessary. This funding is in addition to a site allocation of Title 1 funds, LCFF supplemental funds, Lottery, and LCFF Base funds, all typical funding sources for Harbor.

## **Educational Partner Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Harbor's Single Plan for Student Achievement (SPSA) is an annual plan of actions to support students' social emotional well being and 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. Harbor's School Site Council (SSC) operates as oversight for the SPSA and monitors progress towards the action plan annually to revise or refine the following academic year's SPSA. The SSC format is transparent and aligned with the SCCS LCAP goals to support our English Learners, Foster Youth, and Low Income students.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Harbor has the resources necessary to address the needs identified in our needs assessment.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.10%	0.1%		1	1
African American	1.3%	0.96%	0.78%	13	10	8
Asian	3.0%	2.49%	2.44%	30	26	25
Filipino	1.3%	1.44%	1.56%	13	15	16
Hispanic/Latino	53.8%	53.40%	54.25%	538	557	555
Pacific Islander	0.2%	0.10%	0%	2	1	0
White	37.5%	36.43%	35.48%	375	380	363
Multiple/No Response	3.0%	4.22%	4.5%	30	44	46
	<b>Total Enrollment</b>			1,001	1043	1023

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	293	250	253
Grade 10	272	307	230
Grade 11	214	281	284
Grade 12	222	205	256
<b>Total Enrollment</b>	1,001	1,043	1,023

### Conclusions based on this data:

1. Harbor's largest demographic group is Hispanic/Latino with White being the second largest demographic group.
2. Enrollment has fluctuated over the past 3 years, but generally increased since 2020-2021.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	120	124	126	12.00%	11.9%	12.3%
Fluent English Proficient (FEP)	368	362	345	36.80%	34.7%	33.7%
Reclassified Fluent English Proficient (RFEP)	4	343	330	3.3%	32.9%	32.3%

### Conclusions based on this data:

1. The number of students who have been identified as English Learners has remained relatively steady throughout the last three years.
2. Reclassification data is needed for the two most recent years.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	208	261		126	216		125	216		60.6	82.8	
All Grades	208	261		126	216		125	216		60.6	82.8	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2622.	2608.		31.20	27.78		33.60	33.80		24.80	22.22		10.40	16.20	
All Grades	N/A	N/A	N/A	31.20	27.78		33.60	33.80		24.80	22.22		10.40	16.20	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	31.20	31.94		56.80	53.70		12.00	14.35	
All Grades	31.20	31.94		56.80	53.70		12.00	14.35	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	32.00	32.87		53.60	42.13		14.40	25.00	
All Grades	32.00	32.87		53.60	42.13		14.40	25.00	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	19.20	16.20		70.40	73.61		10.40	10.19	
All Grades	19.20	16.20		70.40	73.61		10.40	10.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	36.00	25.46		60.00	66.67		4.00	7.87	
All Grades	36.00	25.46		60.00	66.67		4.00	7.87	

**Conclusions based on this data:**

1. Overall achievement in ELA has decreased from 2020-2021 to 2021-2022.
2. Our participation rate for CAASPP was not met in 2021-2022.
3. All subcategories of ELA performance were down from 2020-2021 to 2021-2022.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	208	261		116	227		115	226		55.8	87.0	
All Grades	208	261		116	227		115	226		55.8	87.0	

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2572.	2544.		13.04	11.06		21.74	16.81		20.87	21.68		44.35	50.44	
All Grades	N/A	N/A	N/A	13.04	11.06		21.74	16.81		20.87	21.68		44.35	50.44	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.39	13.72		39.13	38.94		43.48	47.35	
All Grades	17.39	13.72		39.13	38.94		43.48	47.35	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.26	15.49		61.74	56.64		20.00	27.88	
All Grades	18.26	15.49		61.74	56.64		20.00	27.88	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	14.78	9.29		65.22	62.83		20.00	27.88	
All Grades	14.78	9.29		65.22	62.83		20.00	27.88	

### Conclusions based on this data:

1. Overall achievement in Math CAASPP decreased from 2020-2021 to 2021-2022.

2. Harbor did not meet the 95% participation rate in 2021-2022.
3. Math performance in all subcategories decreased from 2020-2021 to 2021-2022.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1561.0	1518.5		1558.8	1504.0		1562.6	1532.6		25	29	
10	1548.2	1515.2		1549.7	1494.4		1546.1	1535.5		33	33	
11	1527.0	1475.6		1514.9	1457.1		1538.7	1493.7		23	38	
12	1561.3	1524.3		1561.0	1521.9		1561.1	1526.6		21	15	
All Grades										102	115	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	24.00	3.45		44.00	41.38		20.00	24.14		12.00	31.03		25	29	
10	18.75	12.12		34.38	36.36		25.00	21.21		21.88	30.30		32	33	
11	13.04	7.89		8.70	23.68		39.13	5.26		39.13	63.16		23	38	
12	19.05	6.67		38.10	20.00		38.10	40.00		4.76	33.33		21	15	
All Grades	18.81	7.83		31.68	31.30		29.70	19.13		19.80	41.74		101	115	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	52.00	17.24		28.00	34.48		8.00	17.24		12.00	31.03		25	29	
10	37.50	24.24		34.38	33.33		12.50	6.06		15.63	36.36		32	33	
11	17.39	15.79		30.43	18.42		26.09	5.26		26.09	60.53		23	38	
12	47.62	20.00		28.57	33.33		14.29	13.33		9.52	33.33		21	15	
All Grades	38.61	19.13		30.69	28.70		14.85	9.57		15.84	42.61		101	115	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.00	3.45		36.00	10.34		44.00	48.28		16.00	37.93		25	29	
10	9.38	9.09		18.75	21.21		43.75	33.33		28.13	36.36		32	33	
11	8.70	2.63		13.04	7.89		17.39	28.95		60.87	60.53		23	38	
12	0.00	13.33		14.29	0.00		61.90	26.67		23.81	60.00		21	15	
All Grades	5.94	6.09		20.79	11.30		41.58	34.78		31.68	47.83		101	115	

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	4.00	10.34		80.00	58.62		16.00	31.03		25	29		
10	15.63	0.00		59.38	69.70		25.00	30.30		32	33		
11	8.70	2.63		39.13	31.58		52.17	65.79		23	38		
12	0.00	6.67		71.43	53.33		28.57	40.00		21	15		
All Grades	7.92	4.35		62.38	52.17		29.70	43.48		101	115		

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	84.00	62.07		4.00	6.90		12.00	31.03		25	29		
10	71.88	48.48		15.63	18.18		12.50	33.33		32	33		
11	52.17	39.47		26.09	5.26		21.74	55.26		23	38		
12	66.67	46.67		28.57	33.33		4.76	20.00		21	15		
All Grades	69.31	48.70		17.82	13.04		12.87	38.26		101	115		

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	20.00	6.90		52.00	37.93		28.00	55.17		25	29		
10	12.50	12.12		56.25	45.45		31.25	42.42		32	33		
11	8.70	2.63		17.39	28.95		73.91	68.42		23	38		
12	4.76	6.67		61.90	13.33		33.33	80.00		21	15		
All Grades	11.88	6.96		47.52	33.91		40.59	59.13		101	115		

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	0.00	3.45		92.00	62.07		8.00	34.48		25	29	
<b>10</b>	3.13	0.00		75.00	72.73		21.88	27.27		32	33	
<b>11</b>	8.70	10.53		56.52	28.95		34.78	60.53		23	38	
<b>12</b>	4.76	13.33		80.95	46.67		14.29	40.00		21	15	
<b>All Grades</b>	3.96	6.09		76.24	52.17		19.80	41.74		101	115	

**Conclusions based on this data:**

1. In every grade level the overall ELPAC scores decreased from 2020-2021 to 2021-2022.
2. Listening and Speaking are the highest achievement subcategories for ELPAC in 2021-2022, followed by writing domain.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>1,043</b>	<b>42.8</b>	<b>11.9</b>	<b>0.2</b>
Total Number of Students enrolled in Harbor High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	11.9
Foster Youth	2	0.2
Homeless	13	1.2
Socioeconomically Disadvantaged	446	42.8
Students with Disabilities	133	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.0
American Indian	1	0.1
Asian	26	2.5
Filipino	15	1.4
Hispanic	557	53.4
Two or More Races	44	4.2
Pacific Islander	1	0.1
White	380	36.4



**Conclusions based on this data:**

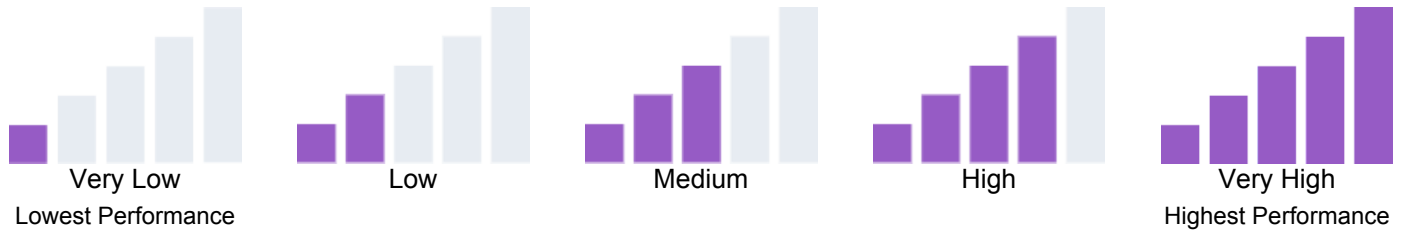
1. Almost 43% of Harbor High School students are socioeconomically disadvantaged
2. 12% of Harbor High School students are English Learners.
3. Almost 13% of Harbor students have disabilities.

# School and Student Performance Data






## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p><b>English Language Arts</b></p>  <p>Medium</p>	<p><b>Graduation Rate</b></p>  <p>High</p>	<p><b>Suspension Rate</b></p>  <p>Medium</p>
<p><b>Mathematics</b></p>  <p>Low</p>		
<p><b>English Learner Progress</b></p>  <p>Very Low</p>		
<p><b>College/Career</b> Not Reported in 2022</p>		

**Conclusions based on this data:**

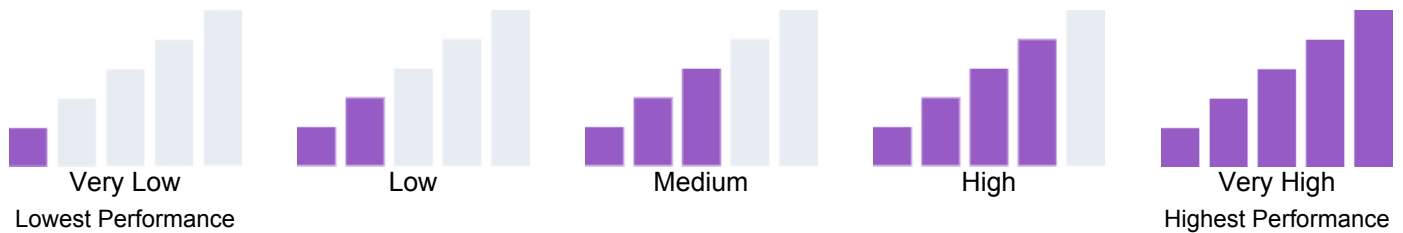
1. Harbor graduation rate is high.
2. English Learner progress is the lowest performance measure of academic achievement.

# School and Student Performance Data

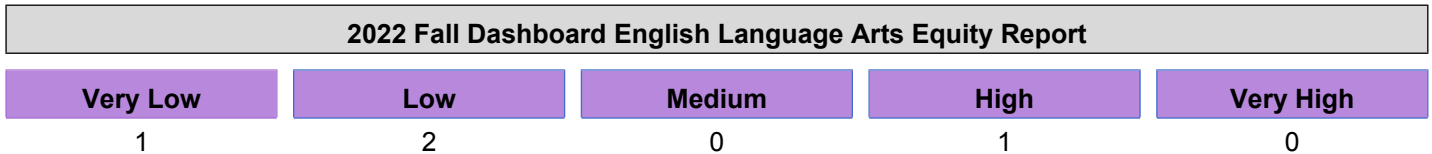
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

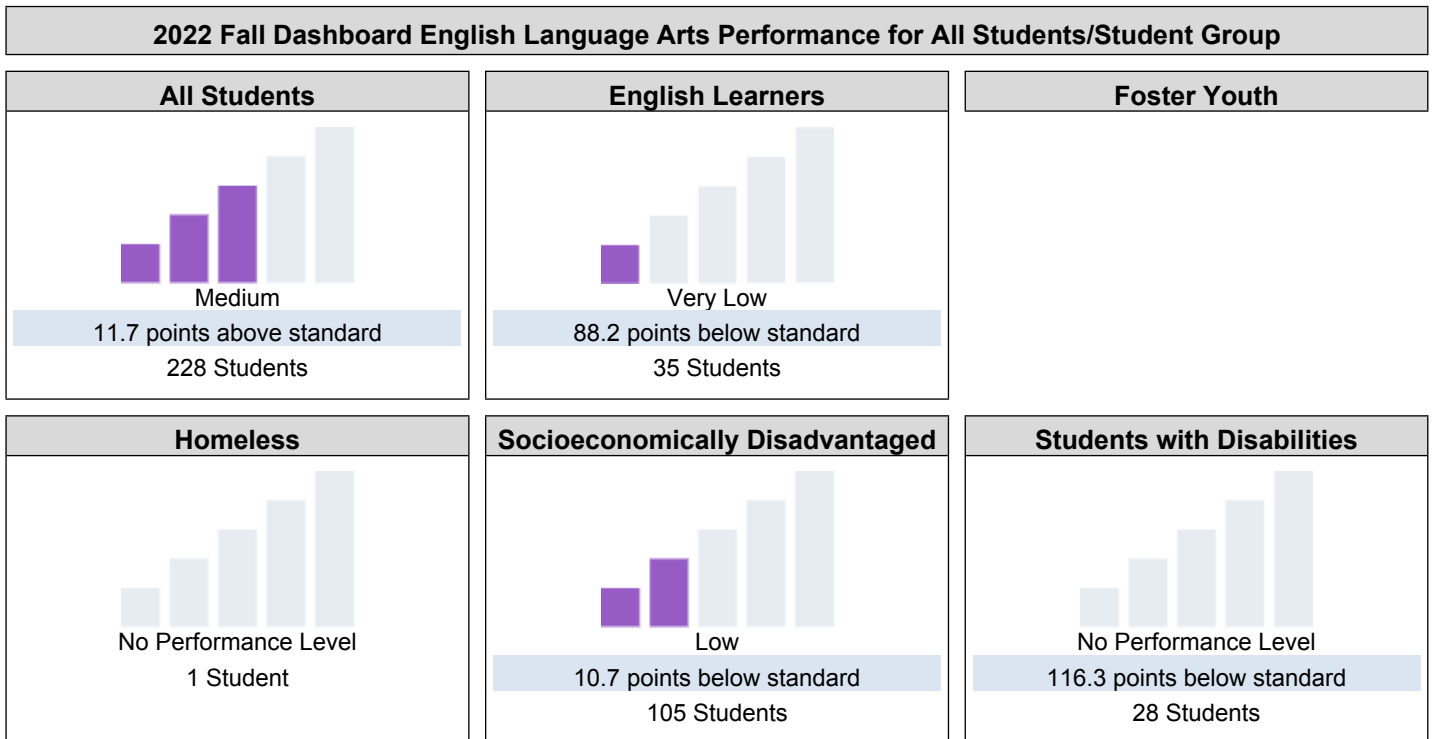
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



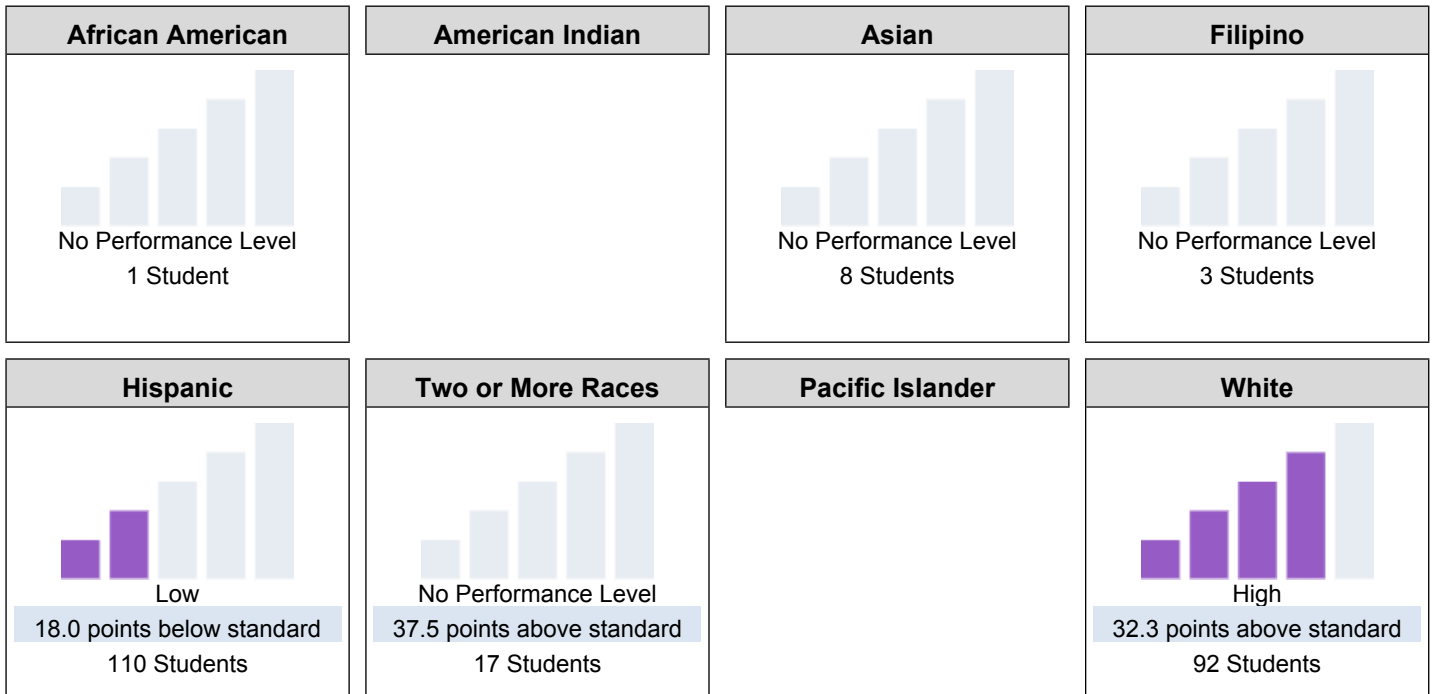
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>123.3 points below standard</p> <p>21 Students</p>	<p>65.8 points below standard</p> <p>16 Students</p>	<p>22.2 points above standard</p> <p>125 Students</p>

### Conclusions based on this data:

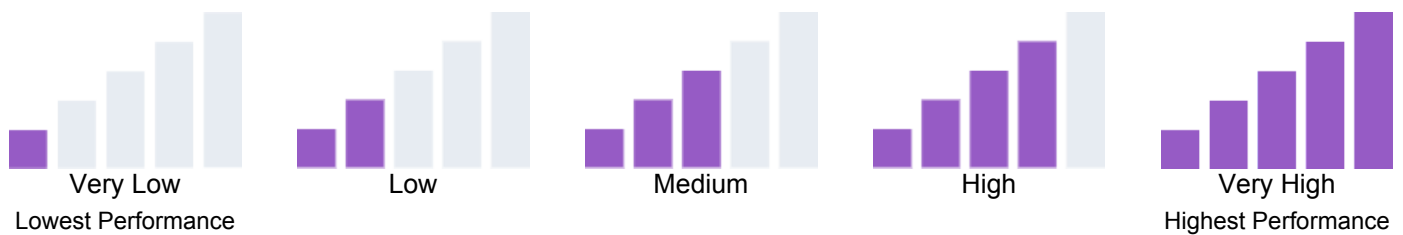
1. All students achieved "medium" performance on the ELA CAASPP.
2. English learners scored "very low" on the ELA CAASPP.
3. There is a significant gap in performance between the white student group (94.1 points above standard) and Hispanic students.

# School and Student Performance Data

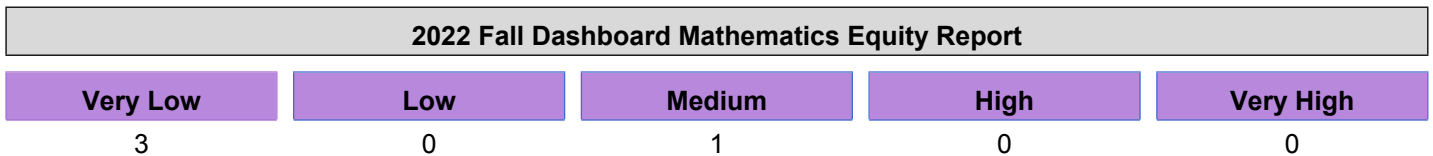
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

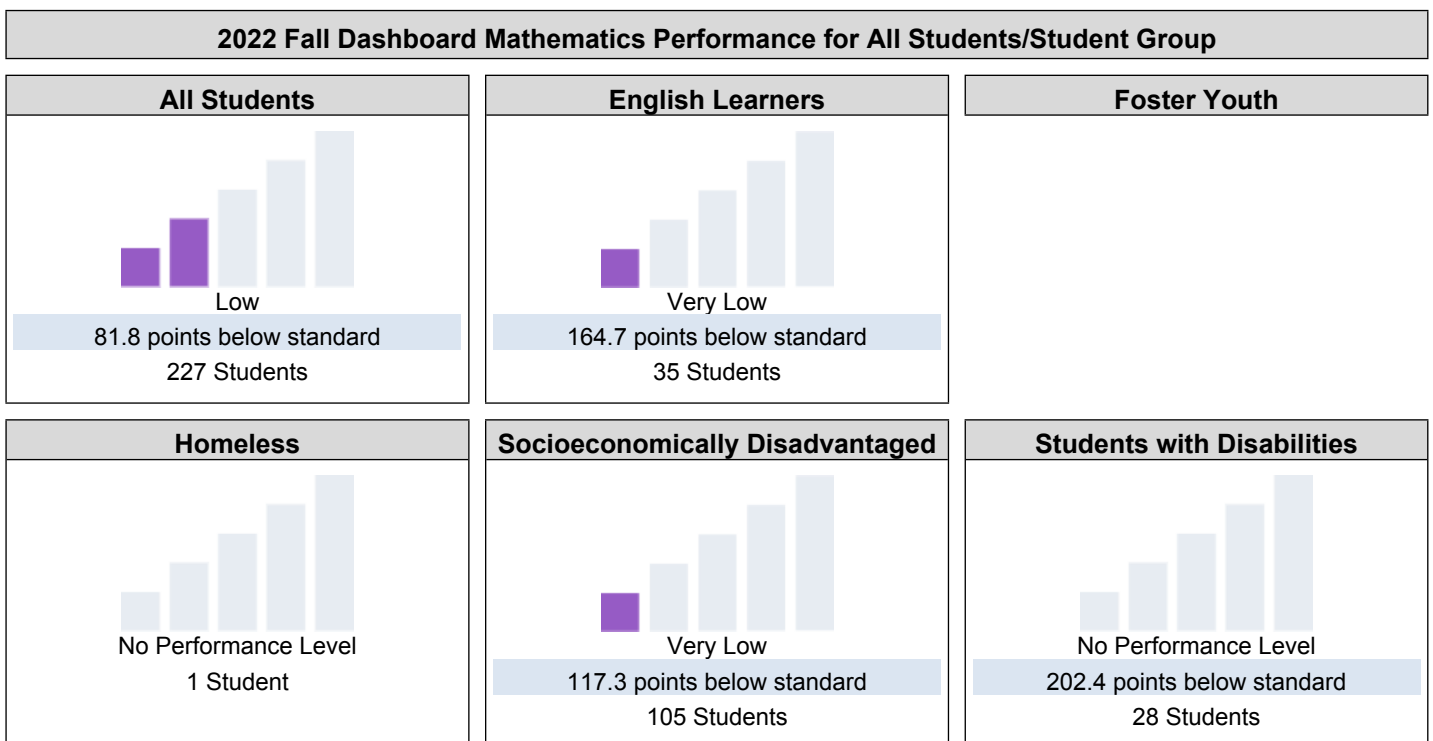
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



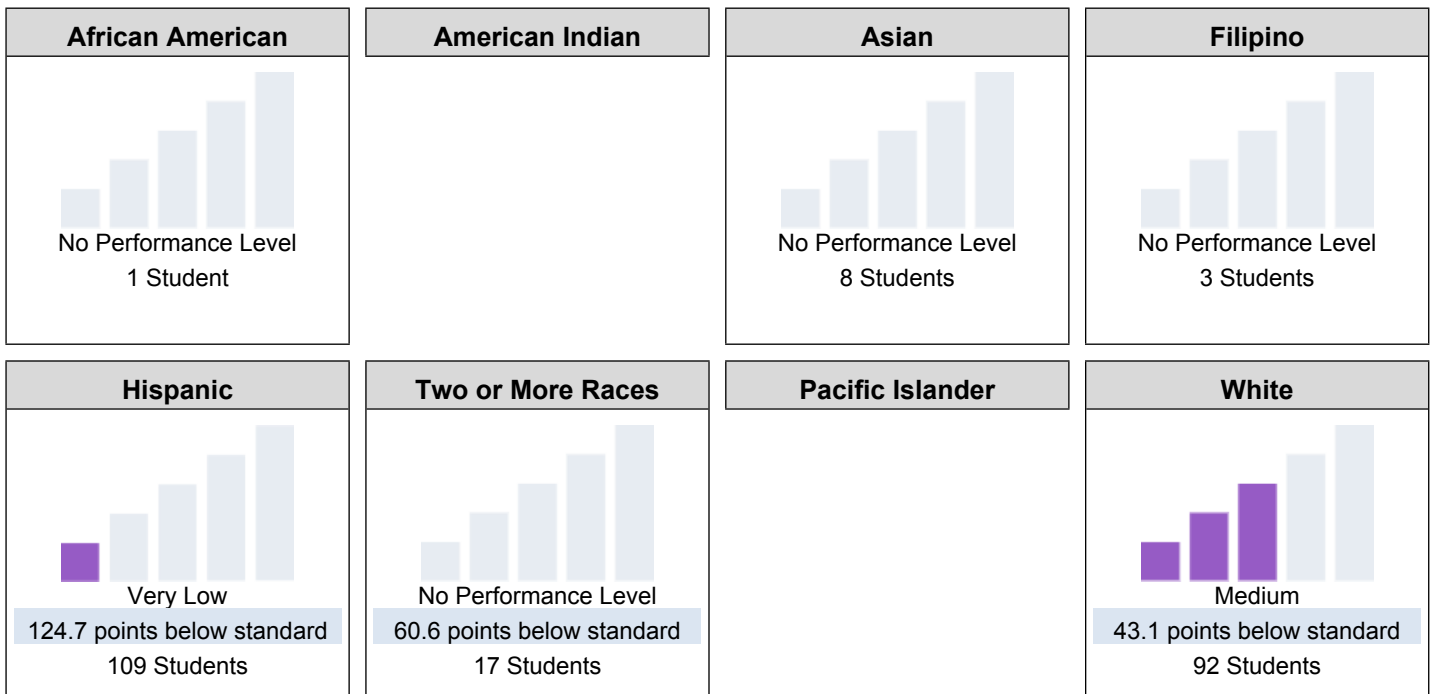
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">192.2 points below standard</p> <p>21 Students</p>	<p style="background-color: #e6f2ff;">138.9 points below standard</p> <p>16 Students</p>	<p style="background-color: #e6f2ff;">53.5 points below standard</p> <p>125 Students</p>

### Conclusions based on this data:

1. The achievement gap between white and Hispanic students is significant, with neither achieving higher than "medium."
2. English learners, Hispanic, and Socioeconomically disadvantaged students all scored "very low" in Math on CAASPP.
3. All students scored "low" on Math CAASAPP.

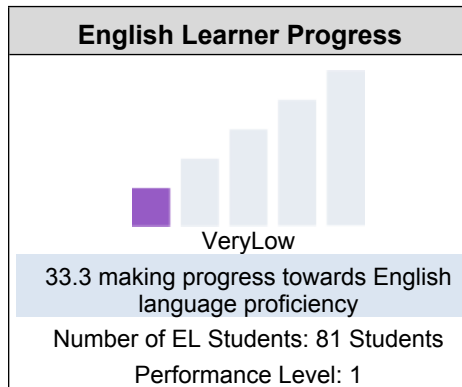
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.2%	39.5%	4.9%	28.4%

#### Conclusions based on this data:

- 28.4% of our English Learners grew one or more Proficiency levels from 2020-2021 to 2021-2022
- Data shows that continued focus on English Learner Progress is appropriate with regard to the SPSA and school goals regarding professional development and desired outcomes for ELs.
- 27.2% of Harbor English Learners decreased in their levels of English Proficiency as measured by the ELPAC.



# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

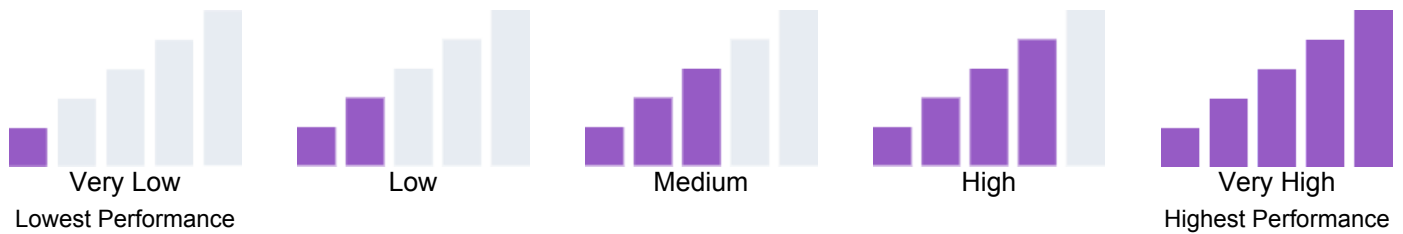
### Conclusions based on this data:

- 1.

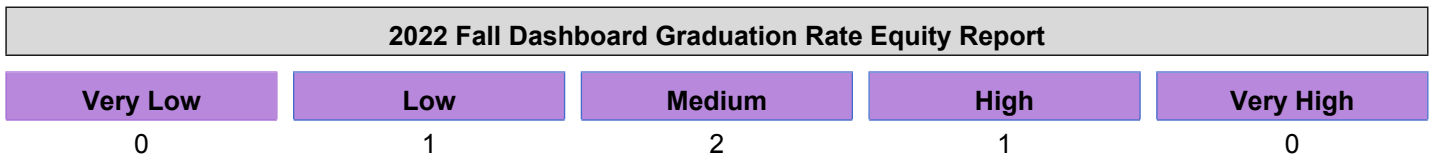
# School and Student Performance Data

## Academic Engagement Graduation Rate

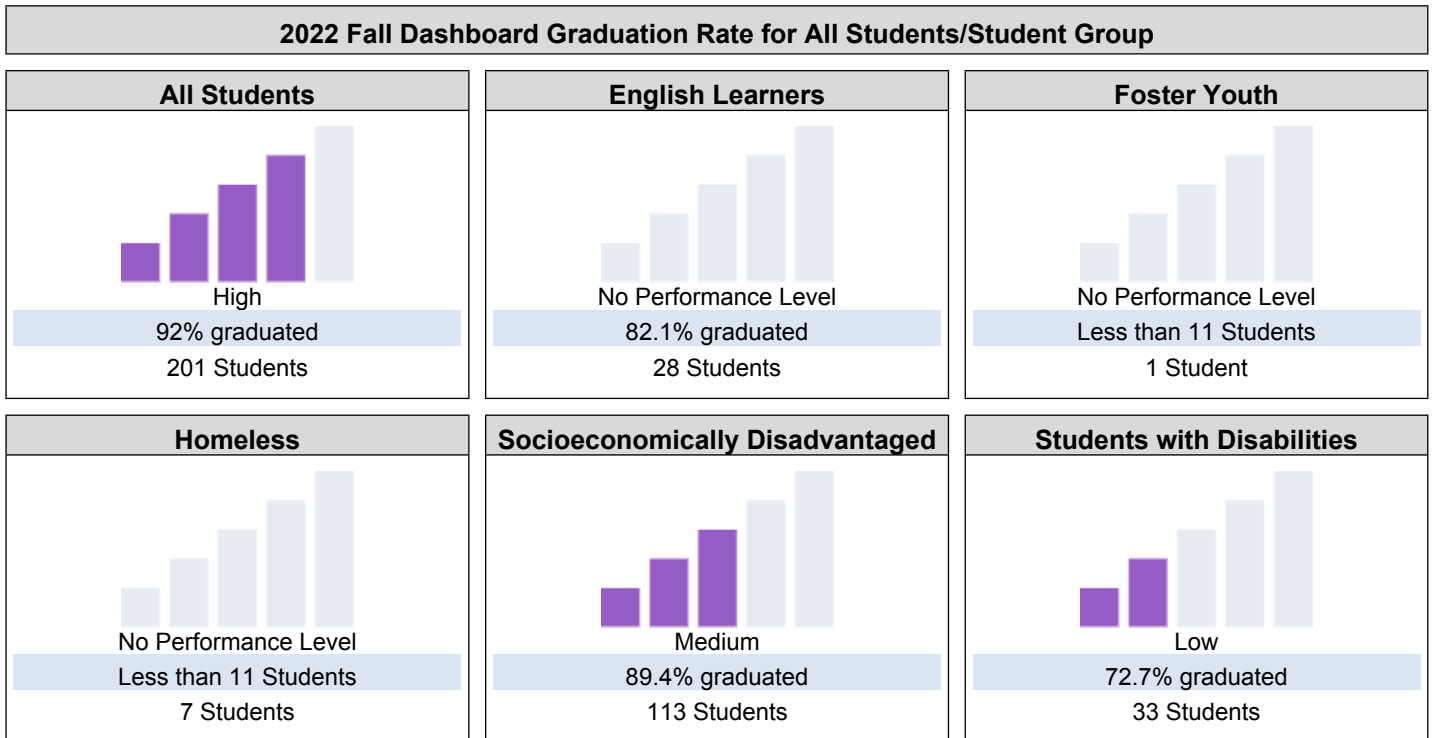
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



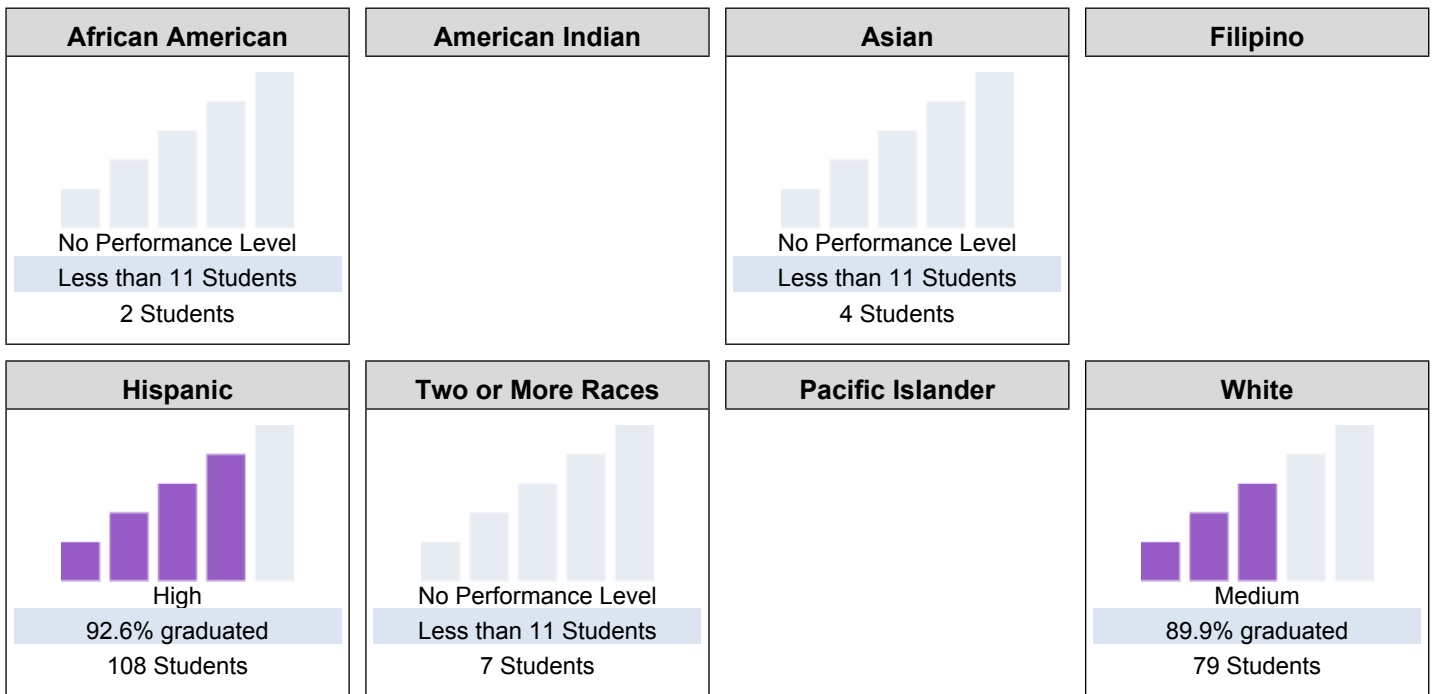
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

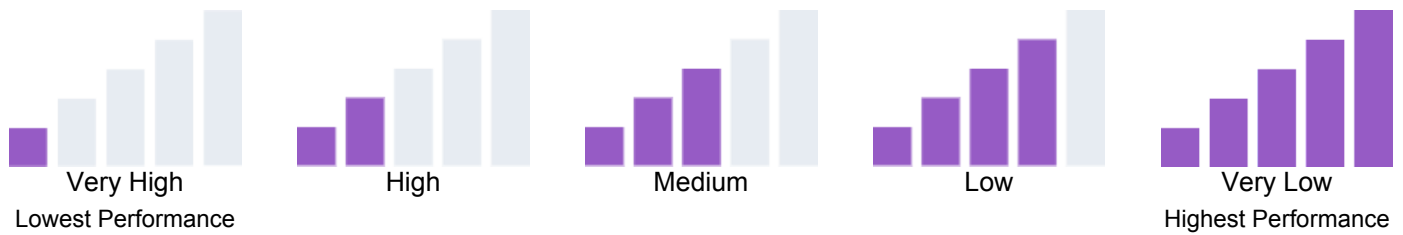
1. Harbor increased their graduation rate to 92% in 2022.
2. Students with Disabilities and Socioeconomically disadvantaged students need to continue to be a focus for our SPSA, school goals, and professional development.
3. Harbor's Hispanic graduation rate was slightly higher than all the all student graduation rate with a "reverse gap" in graduation data.

# School and Student Performance Data

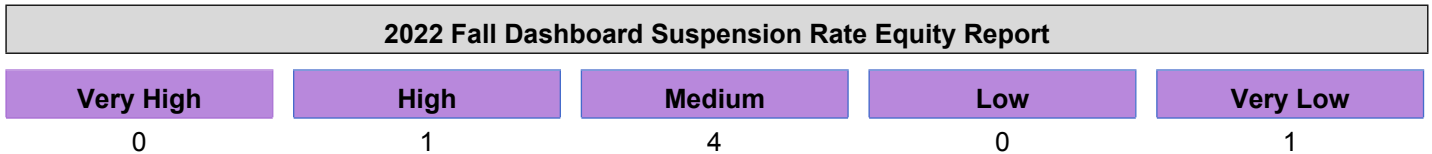
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

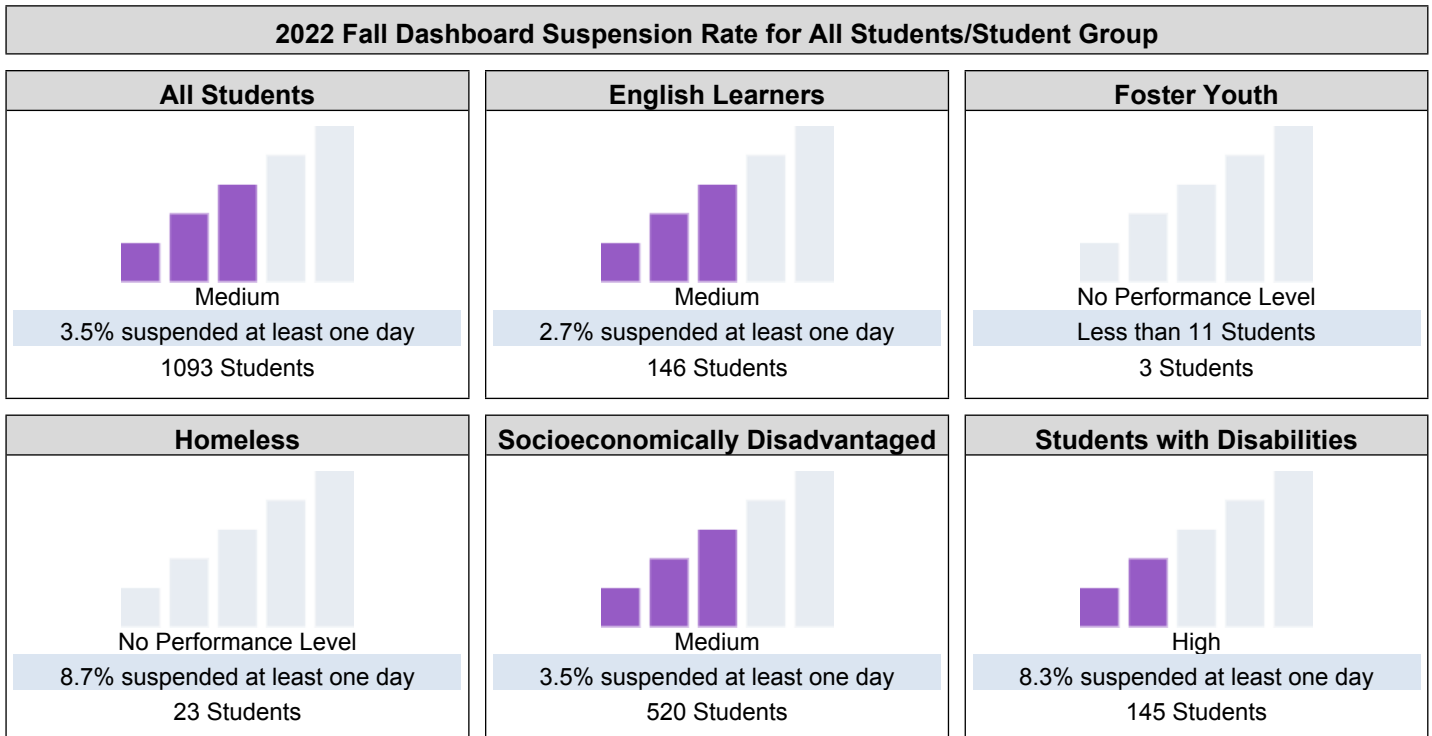
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



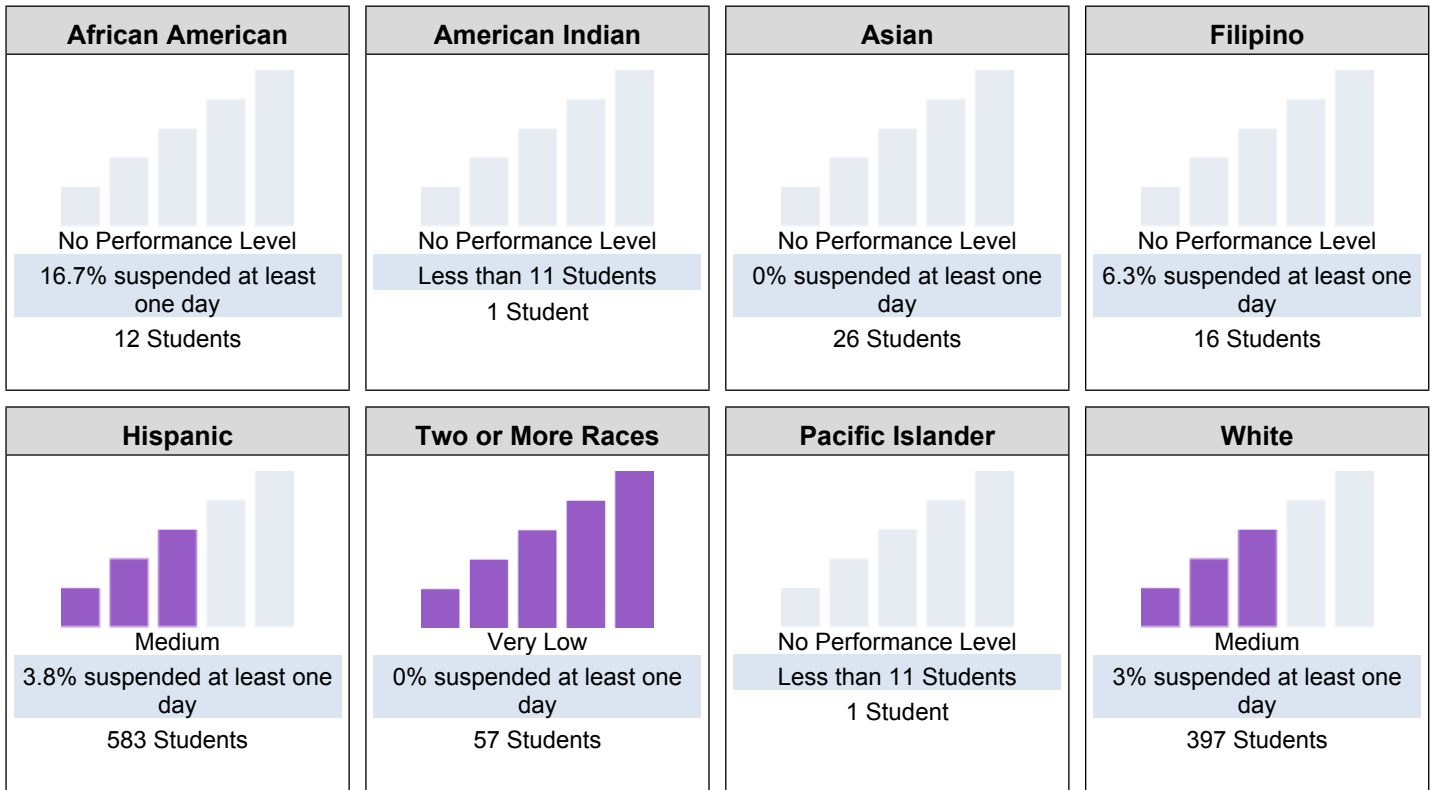
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

- White and Hispanic students were suspended at the same rate (Medium).
- Suspension rate for all students was medium, however, the rate for Students with Disabilities is High.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

1. All SCCS students will be prepared to successfully access post-secondary college and career opportunities.
3. We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

## Goal 1

We will have clarity of learning for all students

## Identified Need

English learner progress (very low) ; math performance (low) ; ELA performance (medium) as reported on the California School Dashboard

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Syllabus Gradebook alignment for teachers Student and parent survey regarding consistency	A-G rate for all students 2021-2022 increased by 5% (from 61% to 66%) since 2020-2021	Increase A-G rate for all students 2022-2023 by 2% to meet the district average of 68% Increased A, B, C, grades Fewer course re-takes
Student and teacher use of AVID or Organized Binder Learning intention visibly displayed in a common location in each classroom	A-G rate for all students 2021-2022 increased by 5% (from 61% to 66%) since 2020-2021	Increase A-G rate for all students 2022-2023 by 2% to meet the district average of 68% Increased A, B, C grades Students are supported by Tier 1 supports: Organized Binder; clear learning intentions
Each course has at least one common formative assessment/assignment per unit	A-G rate for all students 2021-2022 increased by 5% (from 61% to 66%) since 2020-2021	Increase A-G rate for all students 2022-2023 by 2% to meet the district average of 68% Increased A, B, C, grades
Options for in school tier 2 interventions	Graduation rate for all students decreased by .7% (from 92.59 in 2021 to 91.90% in 2022)	Increased graduation rate by 1.5% to reach 93.4% in 2022-2023 (district average is 91.99% in 2021-2022)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts CAASPP Data: All students	61.86% of students met or exceeded ELA CAASPP standard in 2022.	All students improve 5% on ELA CAASPP standard in 2023 to meet 2022 high school average.
English Language Arts CAASPP Data: Hispanic students	45% of Hispanic students scored standard met and exceeded, combined on the ELA CAASPP in 2022	More than 60% of Hispanic students will score standard met and exceeded, combined on the ELA CAASPP in 2023 ( goal is an increase of 15%)
California Dashboard Graduation Rate for all students	Graduation rate for all students 91.92% in 2022 .	All students will increase 1.5% on graduation rate (from 91.92% to 93.42% in 2023)
California Dashboard Graduation Rate for Hispanic students	Graduation rate for Hispanic students is 93.33% in 2022, 1.4% higher than all students at Harbor	Hispanic students will increase 1.5% on graduation rate (from 93.33% to 94.83% in 2023)
Math CAASPP Data: All students	27.87% of students met or exceeded Math CAASPP standard in 2022.	All students improve 9% on Math CAASPP standard in 2023 to meet 2022 high school average of 37% met and exceeded combined.
Math CAASPP Data: Hispanic students	11.48% of Hispanic students met or exceeded Math CAASPP standard in 2022.	Hispanic students improve 10% on Math CAASPP standard in 2023 to exceed 2022 high school average of 16% met and exceeded combined.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

1.1 We will define and implement common school-wide grading practices.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

13,000.00

Title I

	1000-1999: Certificated Personnel Salaries 1.1 A-Release or paid time for common teaching and assessment practices for all teachers for IB and integrated ELD, to develop learning progressions, success criteria, and aligned grading practices. Release time for IB assessment grading and invigilating.
4820.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 1.1 B- TurnItIn.com service
30,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.1 C-Release or paid time for common teaching and assessment practices for all teachers for integrated ELD, to develop learning progressions, success criteria, and aligned grading practices. Includes a New Teacher PLC to quickly align teachers new to Harbor and our district.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1.2 We will display and reference Learning Intentions daily.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1.3 We will give one common formative assignment/common assessment (CFA) 1x per unit

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1.4 Provide books, supplies for classrooms/students/teachers, and supplemental instructional materials for all courses

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

55,859.00

Lottery: Instructional Materials  
4000-4999: Books And Supplies  
1.4 A-Curriculum materials, library books, and texts for all subjects

51,210.00

General Fund  
4000-4999: Books And Supplies  
1.4 B-Classroom supplies, furniture, printer supplies, etc.

47,725.00

LCFF - Supplemental  
4000-4999: Books And Supplies  
1.4 C-Technology; supplemental supplies and curriculum

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

1.5 We will support the International Baccalaureate Diploma Program at our school (and Advanced Placement)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

11,650.00

District Funded  
5000-5999: Services And Other Operating Expenditures  
1.5 A-IB program annual fee

7000.00

Title I

	5000-5999: Services And Other Operating Expenditures 1.5 B-Staff training for IB, or AP, or other curricular workshops to support teacher instruction
1500.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.5 C-IB CAS Coordinator
5000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 1.5 D-IB Extended Essay hours
60,000	Other 5000-5999: Services And Other Operating Expenditures 1.5 E-IB test fees and AP test fees (funded by A-G Grant)

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

1.6 All staff will use the Organized Binder or AVID Binder system

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000.00	Title I 5000-5999: Services And Other Operating Expenditures 1.6 A-CSA with Mitch Weathers of Organized Binder
5000.00	LCFF - Supplemental 4000-4999: Books And Supplies 1.6 B-Copies of binder pages and binders for students
1000.00	Title I 1000-1999: Certificated Personnel Salaries 1.6 C-Training and release time for teacher training of Organized Binder system

## Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We are confident that all of the actions we provided will result in an increase in student outcomes, which will be seen in our 2023 CAASPP data, graduation data, and A-G rate. We do not have this data from the 2022-23 school year yet, but should in the next few weeks.

Harbor has a number of effective systems in place: the Organized Binder system, the "daily anchor" (a beginning of class routine that all teachers do to anchor students in their learning), IB instructional practices. The IB approaches to learning skills (ATL) are grounded in the belief that learning how to learn is fundamental to a student's life in and out of a school context. In broad terms, IB programs support learners in developing: thinking skills, communication skills, research skills, self-management skills, & social skills. These are skills we are purposefully building in our students regardless of the course being IB or not because of our "IB for All" approach.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no great material differences between the Proposed Expenditures and the Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are continuing this goal for next school year, and we will continue the strategies that are already working as well as continue to refine strategies we have not yet realized. We had different departments pilot different standards based grading practices, which will serve as a great foundation to continue this work next school year. Additionally, most course teachers are collaborating and using common formative assessments, but we still have room to grow in this practice in the next school year by ensuring teachers are also analyzing student work produced on these assessments and determine next instructional steps.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

3. We will eliminate the achievement gaps that currently exist between demographic groups within the SCCS student community.

## Goal 2

We will provide targeted interventions for all students with a focus on EL, Hispanic/Latino, and Socio-Economically Disadvantaged students

## Identified Need

English learner progress (very low) ; math performance (low) ; ELA performance (medium) as reported on the California School Dashboard; Hispanic/Latino math & ELA CAASPP scores low; socio-economically disadvantaged students math & ELA CAASPP scores low.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	Graduation rate for all students decreased by .7% (from 92.59 in 2021 to 91.90% in 2022)	Increased graduation rate by 1.5% to reach 93.4% in 2022-2023 (district average is 91.99% in 2021-2022)
A-G Rate	A-G rate for all students 2021-2022 increased by 5% (from 61% to 66%) since 2020-2021	Increase A-G rate for all students 2022-2023 by 2% to meet the district average of 68%
Semester Grades	82% of student 1st semester grades were A, B, &/or C's in 2020-21 and 2021-2022	85% of 1st semester grades will be A, B, &/or C's in 2022-2023.
California Dashboard College and Career Readiness Measure: all students	Not reported for 2022	Measured as "high" on California Dashboard in 2023
California Dashboard College and Career Readiness Measure: Hispanic students	Not reported for 2022	Measured as "high" on California Dashboard in 2023
Graduation Rate: English Learners	80% graduation rate in 2022 for English Learners	English Learners will increase their Graduation Rate by 5% in 2023.
English Learner Progress	English learner progress reported "Very Low" on California Dashboard, 2022.	Increase to medium to high in 2023 on English Learner progress

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students; focus on English Learners

**Strategy/Activity**

2.1 We will utilize integrated ELD strategies in the classroom and provide training to all teachers on high impact integrated ELD strategies.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1500.00	LCFF - Supplemental 4000-4999: Books And Supplies 2.1 A-ELD curriculum
3000.00	District Funded 1000-1999: Certificated Personnel Salaries 2.1 B-EWR for library extra hours to support ELD Interventions
2500.00	LCFF - Supplemental 4000-4999: Books And Supplies 2.1 C-Books for library
23,000.00	District Funded 5000-5999: Services And Other Operating Expenditures 2.1 D-West Ed. Training on Integrated ELD for all staff
2000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.1 E-Collaboration Intervention PLC
8000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.1 F-ATSI: Costs related to supporting English Learner Progress

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students; focus on students who need academic support

**Strategy/Activity**

## 2.2 We will implement in-school intervention opportunities

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

23,820.00	District Funded 2000-2999: Classified Personnel Salaries 2.2 A-Support English Language Learners in ELD classes and mainstream classes, and After School Learning Center with tutors (Bilingual math tutors and HH Homework club) (District LCFF)
56,186.00	District Funded 1000-1999: Certificated Personnel Salaries 2.2 B-RTI Coordinator
9000.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 2.2 C-Paraeducator hours and peer tutor hours
73,688.00	District Funded 1000-1999: Certificated Personnel Salaries 2.2 D-Academic Intervention/Math and Reading intervention/Transitional English for English Learners
152,169.00	District Funded 1000-1999: Certificated Personnel Salaries 2.2 E-Credit Recovery teacher
2000.00	District Funded 1000-1999: Certificated Personnel Salaries 2.2 F-Peer tutoring coordinator stipend
62,421.00	District Funded 2000-2999: Classified Personnel Salaries 2.2 G- Bilingual paraeducator
35,381.00	District Funded 1000-1999: Certificated Personnel Salaries 2.2 H-Small group tutoring during academic lab

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.3 Create and implement a toolkit of Tier I and Tier 2 intervention strategies

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

2.4 We support a college-going culture by providing support with MESA and college counselor, AVID, and funding for college field trips, AVID classes, materials/curriculum, and supplies

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000.00	Title I 5000-5999: Services And Other Operating Expenditures 2.4 A-CSA with UCSC for MESA contract
2000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.4 B-MESA club advisor compensation
91,344.00	Title I 1000-1999: Certificated Personnel Salaries 2.4 C-AVID courses
2000.00	Title I 5000-5999: Services And Other Operating Expenditures 2.4 D-Transportation for MESA activities (UCSC competition and enrichment field trip)
1000.00	Title I 4000-4999: Books And Supplies 2.4 E-Supplies for MESA
2000.00	Title I 5000-5999: Services And Other Operating Expenditures 2.4 F-Field Trips, supplies
44,699.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.4 H-AVID courses

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

2.6 We will offer courses at all English Learner levels to support students' acquisition of English

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

23,335.00	District Funded 1000-1999: Certificated Personnel Salaries 2.6 A-Newcomer ELD
55,267.00	District Funded 1000-1999: Certificated Personnel Salaries 2.6 B-Spanish Speakers classes, SDAIE English
58,902.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 2.6 C-Spanish speaker classes

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with an emphasis on SED, Latinx, and English learners

Strategy/Activity

2.7 We will support all students by providing opportunities for access to college

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

20,298.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.7 A-IB and test fees
5000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 2.7 B-PSAT tests

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with a focus on English Learners



## Strategy/Activity

2.8 We will create smaller class sizes to allow for more in class interventions and our of class intervention

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

301,429.00

District Funded  
1000-1999: Certificated Personnel Salaries  
2.8 A-Additional classes in Math, Health, English, Spanish, and Social Studies

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall we were able to implement all of the planned actions/services.

Overall, all actions/services were effective. Integrated ELD PD was effective. We just need more of it. Math Plus is effective, however, we need to expand these intervention practices to support more students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no real material differences between the proposed expenditures and the estimated actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue this goal next school year as a gap still exists between our student groups in many areas. We need to continue Integrated ELD PD as our school is in ATSI for this and our English Learners need more direct supports in the classroom. To do so we are going to work with West Ed to provide high quality Integrated ELD PD. This can be seen in Goal 2 Strategy/Activity 1. We will also work on developing the intervention strategies toolkit next school year, and use these strategies at staff meetings, which can be seen in Goal 2 Strategy 3.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

2. SCCS will create positive, engaging school environments that promote the development of cognitive skills and the social emotional well-being of all students.

## Goal 3

We will create a positive, engaging school environment that promotes the development of cognitive skills and the social emotional well-being of all students.

## Identified Need

Chronic absenteeism, 2021-2022, is 26% for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student participation in athletics	58% of Harbor students participated in 1 or more sports during 2017-2018	Increase or maintain percent of students participating in athletics.
Parent participation in ELAC, Boosters, and school events	93.8% of parents report agree/strongly agree to "I have opportunities to become involved in school activities."	Increase or maintain percent of parents agree/strongly agree to survey question "I have opportunities to become involved in school activities."
Number of teacher referrals	185 total referrals from administrators and teachers in 2021-2022 (decrease of 33% since 2017-2018 school year)	Decrease in number of behavior referrals for student behavior by 2%
California Dashboard Suspension Rate: All students	2022 California Dashboard report: Medium for suspensions	Reduce suspension rate by 1% for all students
California Dashboard Suspension Rate: Hispanic Students	Hispanic student suspension rate for Harbor in 2022: Low	Reduce suspension rate by 1% for Hispanic students
California Dashboard Suspension Rate: English Learners	English learner suspension rate for Harbor in 2022: Low	Reduce suspension rate by 1% for English Learners
Attendance Rate	Chronically absent rate for Harbor in 2021-2022 is 26% for all students	Reduce chronically absent percent to 15% or less

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.1 We will train teachers on restorative practices and Positive Behavior Intervention System (PBIS).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

1000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3.1 A-PD on social emotional learning and restorative practices
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**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.2 We will support student participation in school activities, athletics, and clubs

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4933.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 3.2 A-Enrichment provider for football conditioning
5000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 3.2 B-Enrichment activities: weight room, etc.
8,000.00	LCFF - Supplemental 4000-4999: Books And Supplies 3.2 C-PE and athletic uniforms for SED students who cannot purchase their own
44,698.00	District Funded

	1000-1999: Certificated Personnel Salaries 3.2 E-Activities Director release time .4 (LCFF District)
1500.00	Title I 1000-1999: Certificated Personnel Salaries 3.2 F-Additional hours for dance teacher to put on performance
500.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 3.2 G-Yearbook camp
20,000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 3.2 H-Rental of facilities and other operating expenditures for activities
5012.00	LCFF - Supplemental 4000-4999: Books And Supplies 3.2 I-Supplies for activities for school connectedness

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

3.3 Promote positive culture and climate through school culture with visible Harbor logo products

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

4000.00	Site Based Gifts and Donations 4000-4999: Books And Supplies 3.3 A-Provide Harbor community with Harbor-wear and other promotional items to support school spirit (0051 Donations)
250.00	LCFF - Supplemental 4000-4999: Books And Supplies 3.3 B-Celebrate academic achievements of our students with an academic awards ceremony

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

3.4 Provide departments with needed supplies, furniture, learning extension, and classroom needs to support instruction

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

2000.00	LCFF - Supplemental 4000-4999: Books And Supplies 3.4 A-Departments and teachers have access to Harbor branded supplies needed to support students, instructionally and social emotionally
650.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 3.4 B-Shakespeare Santa Cruz performance to English and other classes

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on English Learners

### Strategy/Activity

3.5 We will provide parents and students a full time school community coordinator

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

88,176.00	District Funded 2000-2999: Classified Personnel Salaries 3.5 A-School Community Coordinator .5 position funding (District LCFF)
2000.00	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures 3.5 B-ELAC related and ELD student support
1500.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries 3.5 C-Additional hours for translation at events and all written materials to parents (61 MAA)

### Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Freshmen

### Strategy/Activity

3.6 We will support the Freshman transition to high school

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

5000.00

Title I  
4000-4999: Books And Supplies  
3.6 A-Link Crew leaders and advisor, materials and supplies

### Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

3.7 We will support all students' social/emotional well being

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

177,148.00

District Funded  
1000-1999: Certificated Personnel Salaries  
3.7 A-Social Emotional Counselor (MFT)

5139.00

District Funded  
1000-1999: Certificated Personnel Salaries  
3.7 B-Social Work Interns stipend

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We implemented all strategies/activities in this goal. While these strategies were all effective, we do need to spend more time on training teachers in restorative practices and supporting positive behavior in the classroom. This needs to be a focus in the 2023-24 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue this goal in the 2023-24 school year, and we will add to our restorative practices by implementing PBIS (positive behavior intervention system), which can be seen in Goal 3 Strategy/Activity 1.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$313,000
Total Federal Funds Provided to the School from the LEA for CSI	\$10,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,742,209.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$133,844.00

Subtotal of additional federal funds included for this school: \$133,844.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$1,138,507.00
General Fund	\$51,210.00
LCFF - Supplemental	\$298,789.00
Lottery: Instructional Materials	\$55,859.00
Other	\$60,000.00
Site Based Gifts and Donations	\$4,000.00

Subtotal of state or local funds included for this school: \$1,608,365.00

Total of federal, state, and/or local funds for this school: \$1,742,209.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Tracey Runeare	Principal
Shannon Greene	Classroom Teacher
Georgia Cuddihy	Classroom Teacher
Julie Rogers	Classroom Teacher
Naomi Blanco	Parent or Community Member
Jolene Kemos	Parent or Community Member
Rosario Weckler	Other School Staff
Nevaeh Karraker	Secondary Student
Alissa Brunette	Secondary Student
Dan Palmer	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Tracey Runeare on May 9, 2023



SSC Chairperson, Jolene Kemos on May 9, 2023