

Harborside Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

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.

2023-24 School Contact Information

School Name	Harborside Elementary School
Street	681 Naples Street
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 422-8369
Principal	Vanessa Lerma
Email Address	vanessa.lerma@cvesd.org
School Website	https://harborside.cvesd.org/
County-District-School (CDS) Code	37-68023-6037873

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619)425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	www.cvesd.org

2023-24 School Description and Mission Statement

Our mission is to ensure that ALL Harborside students receive a rigorous, high quality instruction in a collaborative learning environment where there is an emphasis on academics as well as social-emotional learning. We want to ensure that all students develop the confidence and necessary skills to be independent thinkers, effective communicators, and be socially conscious and contributing global citizens.

Our Vision

We believe that Harborside Elementary School provides a safe and rigorous learning environment where our children are encouraged to be critical thinkers, leaders, collaborators, culturally proficient, and biliterate.

We believe that every adult and every student will act with compassion, treat one another with respect, and model positive behaviors on a daily basis.

We believe that every child is capable of learning and adults and children will actively support the learning efforts of others.

As a Community School, we are committed to ensuring that the needs of our students, families, and staff are met in a nurturing and supportive environment.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	105
Grade 1	89
Grade 2	70
Grade 3	75
Grade 4	78
Grade 5	96
Grade 6	79
Total Enrollment	592

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4%
Male	55.6%
American Indian or Alaska Native	0.3%
Asian	0.2%
Black or African American	1.4%
Filipino	0.8%
Hispanic or Latino	92.6%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	1.4%
White	3.2%
English Learners	69.4%
Homeless	2.9%
Socioeconomically Disadvantaged	85%
Students with Disabilities	13.7%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.40	79.89	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.26	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	5.10	16.85	106.00	7.66	18854.30	6.86
Total Teaching Positions	30.60	100.00	1383.70	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.60	85.53	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	33.90	2.36	11953.10	4.28
Unknown	4.30	14.43	109.80	7.63	15831.90	5.67
Total Teaching Positions	30.00	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.1	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The Chula Vista Elementary School District follows the State’s curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District’s school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District’s vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Classroom space at Harborside Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Harborside's custodial staff performs basic cleaning operations daily. The school office was remodeled in the Summer of 2011. In the Fall of 2012, the school library received cosmetic and technology updates as a result of the Target Library Grant. The school was modernized during summer break 2018.

Students are supervised before, during, and after school with a rotating schedule of teachers and a rotating schedule of student supervisors. All staff is trained to proactively intervene with crisis situations as they may arise. Harborside School has sufficient playground and classroom space to provide an optimal learning environment for students. A peace patrol student group is trained to help with small conflicts.

Year and month of the most recent FIT report

8/3/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Nurse Office: 2-exhaust fan not working
Interior: Interior Surfaces		X		430 Storage: 4-racks not secured 500 storage: 4-shelving not secured 704: 4-cabinet door broken 707: 4-wallpaper torn on south wall; 7-cover plate missing 708: 4-wallpaper torn; 8-toilet loose 807: 4-holes in wall; 13-rust showing on exterior wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			910 YMCA: 5-clutter; 7-refrigerator plugged into power strip
Electrical	X			707: 4-wallpaper torn on south wall; 7-cover plate missing 810: 7-refrigerator/microwave plugged into power strip 910 YMCA: 5-clutter; 7-refrigerator plugged into power strip kitchen: 7-refrigerator plugged into extension cord Principal: 7-refrigerator plugged into power strip
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	101 B RR: 8-loose toilet 200 B RR: 8-soap dispenser broken/partition loose 200 G RR: 8-menstrual product dispenser loose; 9-faucets loose (2/3/4)/#3 faucet non-operable 201: 9-low pressure drinking fountain 400 B RR: 8-loose toilet/missing toilet bolts; 9-#3 faucet loose 400 G RR: 9-#1 faucet non-operable 500 Staff RR: 8-loose toilet 503: 9-drinking fountain covered 706: 9-low flow drinking fountain 708: 4-wallpaper torn; 8-toilet loose 800 RR: 8-soap dispenser broken/menstrual product dispenser missing/rusty product disposal bin
Safety: Fire Safety, Hazardous Materials	X			420 Electrical: 10-BBQ grill stored in electrical rm 520 Elec: 10-power washer stored in electrical rm

School Facility Conditions and Planned Improvements

			Admin Office: 10-fire panel-trouble
Structural: Structural Damage, Roofs	X		804: 13-rain gutter missing 807: 4-holes in wall; 13-rust showing on exterior wall
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		500 Building: 14-multiple asphalt cracks/holes-trip hazard Workrm RR #2: 15-door occupancy latch not working

Overall Facility Rate

Exemplary	Good	Fair	Poor
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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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	24	54	53	47	46
Mathematics (grades 3-8 and 11)	14	14	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	343	334	97.38	2.62	23.95
Female	160	155	96.88	3.12	27.74
Male	183	179	97.81	2.19	20.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	317	310	97.79	2.21	22.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	195	186	95.38	4.62	6.99

Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	7.69
Military	0	0	0	0	0
Socioeconomically Disadvantaged	295	287	97.29	2.71	19.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	51	100.00	0.00	5.88

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	343	343	100.00	0.00	13.99
Female	160	160	100.00	0.00	13.75
Male	183	183	100.00	0.00	14.21
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	317	317	100.00	0.00	12.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	195	195	100.00	0.00	4.62
Foster Youth	0	0	0	0	0
Homeless	13	13	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	295	295	100.00	0.00	12.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	51	100.00	0.00	3.92

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	10.81	9.09	36.97	34.95	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	99	99	100.00	0.00	9.09
Female	47	47	100.00	0.00	8.51
Male	52	52	100.00	0.00	9.62
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	90	90	100.00	0.00	6.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	48	48	100.00	0.00	2.08
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	79	100.00	0.00	7.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	69.39%	69.39%	69.39%	69.39%	69.39%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent Participation: Research shows a high correlation between parent involvement and effective schools. We encourage our parents to become actively involved in our school. Parent involvement is highly encouraged at Harborside and workshops are offered throughout the year to support parents with the necessary skills needed to help their child at home. We have regularly scheduled community meetings and Coffee with the Principal meetings to keep parents informed of the school events and to address any questions or concerns to help improve the school. At Harborside, we consider our parents to be active participants in shaping the direction of the school along with the school staff. Many of our parents volunteer in the classrooms, provide morning supervision and our curriculum nights are designed keep parents informed about assessment as well as curriculum and instruction. We have an active Parent Room where parents can take classes, help teachers, volunteer, and have a welcoming environment when they are on campus. Parents are provided with educational resources and strategies to strengthen the home and school connection. Additionally, we work with and collaborate with the Promise Neighborhood partnership to work with a Parent Liaison (Promotora) who promotes parent involvement, volunteerism, and works to support all our parent connections and community structures. This year, we officially launched as one of the District's founding Community Schools where our focus is to address the needs of the whole child and support our students as a community.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	669	649	293	45.1
Female	297	288	118	41.0
Male	372	361	175	48.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	2	2	0	0.0
Black or African American	9	9	2	22.2
Filipino	8	7	2	28.6
Hispanic or Latino	618	599	275	45.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	8	8	5	62.5
White	21	21	7	33.3
English Learners	459	448	209	46.7
Foster Youth	1	1	1	100.0
Homeless	30	29	23	79.3
Socioeconomically Disadvantaged	577	561	262	46.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	101	99	49	49.5

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.03	1.35	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.35	0
Female	0.67	0
Male	1.88	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.29	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.76	0
English Learners	1.09	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.56	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.94	0

2023-24 School Safety Plan

Harborside Elementary is appropriately staffed with professional individuals who believe in the achievement of all students. We have a Principal, an Associate Principal, and 29 certificated classroom teachers on the campus, including three special education teachers. In addition, Harborside has certificated and classified support personnel who work in various roles to support student learning: psychologist, one social worker, occupational therapist, two speech and language pathologists, modified physical education teacher, behavior specialist instructional assistant, and a Promotora (parent liaison).

The staff at Harborside has a variety of expertise related to school safety and maintaining a safe environment for students. The staff attends a variety of professional development workshops and trainings each year. Our staff has access to the following professional development trainings:

- * Site Emergency Procedures Plan
- * Emergency Procedures
- * CPR and First Aid
- * Non-Violent Crisis Prevention (CPI)
- * Dealing with Difficult Behaviors
- * Positive Behavior Intervention Support (PBIS)
- * Restorative Practices
- * Sanford Harmony
- * District MTSS
- * Professional development for our school focus in language development

Social Emotional Learning and School Climate

Harborside is dedicated to create a positive environment for students to reach their maximum potential. Harborside has created a Positive Behavior Interventions and Support committee (PBIS). The committee is working on creating a consistent practice in dealing with discipline in a positive and restorative manner. The committee will be working on creating the supports

2023-24 School Safety Plan

and interventions for the three tier system. The committee has created four core values with the acronym of ROAR. Students are expected to use respect, ownership, acceptance and responsibility when present in all the different settings of our school campus. A behavior flowchart has been established to address the different stages of discipline. All staff members have received the Sanford Harmony team building kit to implement in the classroom. Teachers will be instructing one Harmony lesson per week and conducting community circles daily. As part of the ongoing professional development, quarterly training for PBIS have been calendared. The committee created ROAR tickets as part of the incentives to motivate them to follow core values.

Safety

Safety is a key value at Harborside Elementary. All potential district employees are screened and fingerprinted to help ensure a safe learning environment for all students. An emergency card is on file for each child in the health office, and teachers also have emergency information cards in the classroom. Parents are asked to notify the school and classroom teacher when their contact information changes. The entry and exit of volunteers and visitors is closely monitored through registration and tracking by the Raptor Visitor Management System. There is adequate supervision during all recesses. Children and playground supervisors are instructed on the proper use of equipment at the start of each school year and as needed throughout the school year.

The SSC approved the CSSP on November 16, 2023. The Board of Education approval date for the CSSP is January 17, 2024.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	2	2
1	27	3		2
2	16	4	1	
3	25	2	2	2
4	22	1	3	
5	16	3	2	
6	16	3	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	2	2	2
1	23	3		2
2	22	3		2
3	15	3	2	
4	19	2	3	
5	19	1	3	
6	19	1	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	4	1	2
1	26	2	1	2
2	21	2	1	2
3	37	2	0	3
4	37	1	0	3
5	33	1	1	3
6	27	2	1	1
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,991.03	5,936.67	9,054.36	81,799
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	2.1	-4.4
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	31.4	-6.5

Fiscal Year 2022-23 Types of Services Funded

Most expenditures are for student support services and classroom resources and supplies, including employee salaries and fringe benefits. Student support services (Resource Teacher, English Learner Instructional Assistant, Behavior Specialist Instructional Assistant, Noon Duty Supervisors) along with building/grounds maintenance, utilities, and pupil transportation, account for the majority of our total expenses.

We have a PBIS committee that is committed to building peace and positivity with students. We have an Instructional Assistant Behavioral Specialist and a full time Psychologist to help support students' behavioral and emotional needs.

We have a Resource Teacher that provides teacher coaching to support research-based instructional best practices, data-analysis, instructional planning, professional development, and small group instruction to our highest needs students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

Staff development activities are planned, carried out, and evaluated for the purpose of improving the knowledge and skills of all our staff members based upon a careful analysis of student data. Examples of student data analyzed include: Language Arts and Mathematics data, Benchmark Assessments, Writing Performance Tasks, Local Measures (Reading and Mathematics), and ELPAC data. Activities take into consideration the effect of staff development on the instructional program for all students. Based upon the analysis of student data, the following professional development activities were focused on:

Professional development has been focused around language development using our new school-wide instructional routine: ROAR Spotlight. Implementation of this routine includes a focus on engaging students in collaborative conversations/discussions and writing. Teachers have also received professional development on providing effective integrated and designated ELD instruction.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	