



Harborside Elementary School

681 Naples Street • Chula Vista, CA 91911 • (619) 422-8369 • Grades K-6

Scott Woodward (Interim), Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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District Governing Board

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Armando Farias
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Superintendent

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Resources Services and Support**

Oscar Esquivel

**Assistant Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Harborside Elementary School is one of 46 schools in the Chula Vista Elementary School District. The central school plant was built in 1953 in the "finger" style of school construction. Several relocatable classrooms have been added throughout the years.

Harborside Elementary School provides an inquiry-based education for all students regardless of language, culture, gender or economic hardship. Staff, students, and parents work collaboratively to establish a learning environment with emphasis on academic achievement, social responsibility, and safety. Harborside Elementary School fully embraces the Chula Vista Elementary School District goals (Literacy, Equity, Collaboration, Technology, and a Safe Environment) in all it does.

Mission

The Harborside Elementary School Mission is: "To equip and develop students as life long, confident learners for the future"

Harborside Elementary School provides a research-based education for ALL students. Administration, staff, students, and parents work collaboratively to establish a learning community with an emphasis on academic achievement, a positive and proactive sense of community, and a safe environment. Our core values of Empathy, Bi-Literacy, Collaboration, and Leadership are evident in our daily operations and structures.

Harborside Elementary School believes that the foundation of our children's educational success is based on a strong, visible, celebrated partnership with home, school, and community. We are committed to working together with families, community bodies and businesses to ensure students' success. Information gathered from stakeholders through informal surveys, the Hanover Survey, and formal academic assessment tools enable us to modify and revise our program, while challenging teachers and students to be critical and global thinkers. Harborside seeks, encourages and respects each individual's uniqueness and values diversity. By providing an exciting and challenging learning environment, Harborside Elementary School seeks to empower and motivate teachers and students to become risk takers who set positive personal goals to become life-long learners and leaders.

Our school community is continuously collecting and analyzing student work and data, prioritizing needs, setting goals and making collaborative decisions. Professional development and the priorities addressed in the school plan were determined by the Instructional Leadership Team (ILT), School Site Council and assessment results of student achievement.

About the SARC

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

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

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	126
Grade 1	92
Grade 2	96
Grade 3	105
Grade 4	94
Grade 5	112
Grade 6	75
Total Enrollment	700

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.1
Asian	0.3
Filipino	1.6
Hispanic or Latino	90.7
Native Hawaiian or Pacific Islander	0.7
White	2.6
Two or More Races	0.6
Socioeconomically Disadvantaged	85.4
English Learners	66.6
Students with Disabilities	12.6
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Harborside Elementary School	15-16	16-17	17-18
With Full Credential	33	33	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Harborside Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Reading, English & Spanish, Adopted 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Mc Graw Hill Mathematics K-6, English and Spanish. Adopted in 2014-2016. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 will receive cosmetic and technology updates as a result of the Target Library Grant. The school is scheduled to be 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		200 Girls RR: (4) needs paint (8) loose toilet seat/ toilet dispenser falling off, floor tile stains. 400 Adult RR: Cob web and dirty on visitor closet. 400 Girls RR: (4) needs paint (8) handicap stall door will not lock/loose toilet seat/broken dispenser, water fouset not working, floor stain, lighth covers, cobwebs. 800 Boys RR: (4) Floor sinking under sink, panel out, ceiling peeling. 809 Workroom: (4) missing cove base, carpet stains, outside lighth not on and cob webs around, gap on cealing out side building. Admin: (4) coverbase falling off CR 303: (4) Missing cove base by door, back door doesn't close on own, cob webs on lighth panels and under sink. CR 401: (4) stained carpet (7) lamps out, cobwebs and lamps, stain tile, back door need to pull to closed. CR 403: (4) loose trasion strip (6) ants at front door/bugs in light diffusers (7) Accent Light, two Lamps out (11) Unmarked bottles under sink, back door don't close, fountain to high and leaks, cobwebs and spiders under sink, blinds on north side don't close. CR 501: (15) back door slams shut, panel out, fountain to high, cobwebs under sink. CR 502: (6) bug in light diffuser, (15) have to pull hard to close back door, cobwebs under sink. CR 701 Computer Lab: (7) motion sensor hanging by wire (13) roof leaks, stain tile ceiling, cob webs under sink, board peeling. CR 805: (4) stained carpet, door don't close, ceiling tile holes. Health: Cover base next to restroom K- 203: (5) spider webs between windows and shed, carpet stains, durty under computers. K-104: (4) Stained carpet, door closes to fast and 4 panels off, cob webs under sink. K-105: (4) bathroom floor dirty, (15) door to playground slams closed, fountain on sink not working, light cover, cob webb under sink, closet too measy. Lounge: (4) food stains on ceiling (15) door doesn't close completely on its own, cabbinet loose (sink), cob webs

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		200 Boys RR: (8) loose toilet seat (9) sink drain leaks, lighs covers cobwebs, floor very dirty. 200 Custodian: (5) Dirty, everything virex, anti temper out, storage room dirty can't walk on it. 400 Boys RR: Floor stains by urinals, cob webs on ligh cobers, paint peeling. 505- Speech/AP: (6) dead bug in light diffuser CR 301: (7) bulb out, (15) back door will not close on its own, Carpet stains. CR 303: (4) Missing cove base by door, back door doesn't close on own, cob webs on ligh panels and under sink. CR 304: Carpet stains, cobwebs on lights and under sink, exit door closes to fast. CR 403: (4) loose trasion strip (6) ants at front door/bugs in light diffusers (7) Accent Light, two Lamps out (11) Unmarked bottles under sink, back door don't close, fountain to high and leaks, cobwebs and spiders under sink, blinds on north side don't close. CR 404: (15) back door hard to close, cob webs under sink and lighs, blinds. CR 502: (6) bug in light diffuser, (15) have to pull hard to close back door, cobwebs under sink. CR 503: (5) Dead insect in light diffuser, ligh bolt out, stain carpet, cobwebs under sink and lights. CR 702: 1 ligh panel out, sink area very dirty even under sink lost of trash. CR 705: Ceiling tile loose, carpet stains. K- 201: (6) dead bugs in light diffusers (7) two bulb out (9) Drinking fountain flow too low, door closes to fast. K- 202: (7) can light out, one bulb only, pencil sharper not working, the one on top cealin of sink, cobwebs under sink, stain carpet. K- 203: (5) spider webs between windows and shed, carpet stains, durty under computers. K- 204: Brocken window, carpet stain, cobwebs on cealing and under sink, doors closes to fast, (9) fountain low Lounge R/R: (8) missing lid on sanitary napkin holder, electrical panel block, roof leack, bugs on light diffuser. Office/work room: Electrical panel block door on storage, block control panels/computers. Stage Custodian: Very dirty tile stains, stairs block with boxes (empty), paint gallong on storage. Stage office (Left): (6) bugs in light diffuser, carpet stains. Stage Office (right): (6) bugs in light diffuser, carpet stains.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical			X	<p>400 Girls RR: (4) needs paint (8) handicap stall door will not lock/loose toilet seat/broken dispensator, water fouset not working, floor stain, lighth covers, cobwebs.</p> <p>500 Adult RR: Lighth panel out.</p> <p>800 Girls RR: (8) two loose seat inrRestroom, lighth panel out, door bottom metal loose, outside cement crack.</p> <p>809 Workroom: (4) missing cove base, carpet stains, outside lighth not on and cob webs around, gap on cealing out side building.</p> <p>CR 301: (7) bulb out, (15) back door will not close on its own, Carpet stains.</p> <p>CR 302: (7) Electrical Panel Obstructed/bulb out /can light out/one bulb out (15) back door doesn't close on its own, cob webs on ceiling, fountain to high corrosive water handle.</p> <p>CR 401: (4) stained carpet (7) lamps out, cobwebs and lamps, stain tile, back door need to pull to closed.</p> <p>CR 402: (7)one bulb out, cob webs uner computer cabinets,</p> <p>CR 403: (4) loose trasition strip (6) ants at front door/bugs in light diffusers (7) Accent Light, two Lamps out (11) Unmarked bottles under sink, back door don't close, fountain to high and leaks, cobwebs and spiders under sink, blinds on north side don't close.</p> <p>CR 501: (15) back door slams shut, panel out, fountain to high, cobwebs under sink.</p> <p>CR 502: (6) bug in light diffuser, (15) have to pull hard to close back door, cobwebs under sink.</p> <p>CR 503: (5) Dead insect in light diffuser, lighth bolt out, stain carpet, cobwebs under sink and lights.</p> <p>CR 504: (7) can light out/accept light out/accent light out, water handle on sink is to hard to open, stain carpets.</p> <p>CR 601: (7) electrical panels obstructed, panels out.</p> <p>CR 602: (7) Two bulbs out, rear door need to pull to closed.</p> <p>CR 603: (15) Rear Door Slams, pencil cover out, carpet stains.</p> <p>CR 604: (7) one bulb out, (15) west door dragging on concrete, whole panel out, cobwebs on windows, paper towel container loose.</p> <p>CR 701 Computer Lab: (7) motion sensor hanging by wire (13) roof leaks, stain tile ceiling, cob webs under sink, board peeling.</p> <p>CR 702: 1 lighth panel out, sink area very dirty even under sink lost of trash.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>CR 703: Carpet stains, light panel out, electrical outlet missing cover, stain top sink, stain tile ceiling.</p> <p>CR 706: Electrical panel blocked. Small holes on ceiling by exit back door.</p> <p>CR 708 SDC: (7) one bulb out (15) hack door doesn't latch on its own, sink fountain not working.</p> <p>CR 801: (7) broken outlet cover (11) Household cleaners, water fountain to high pressure, hook up air freshener.</p> <p>CR 802: Ligth panel out, botton peeling by front door.</p> <p>CR 804: (7) missing outlet cover, front door don't close need to push it.</p> <p>CR 806: (15) door doesn't latch on its own, 1 lighth panel out, leaking water fountain, block electrical panel.</p> <p>CR 807: (7) door falling off electrical panel and block, (11) household cleaning products under sink (15) door rubs threshold, carpet stains, 2 lighs panels out, door closes to fast.</p> <p>CR 808: (9) fountain pressure high, (15) door rubs on threshold not closing properly, outside lighth not turning on, faucet on sink is bad, carpet stains.</p> <p>K- 201: (6) dead bugs in light diffusers (7) two bulb out (9) Drinking fountain flow too low, door closes to fast.</p> <p>K- 202: (7) can light out, one bulb only, pencil sharper not working, the one on top cealin of sink, cobwebs under sink, stain carpet.</p> <p>K- 203: (5) spider webs between windows and shed, carpet stains, durty under computers.</p> <p>K- 204: Brocken window, carpet stain, cobwebs on cealing and under sink, doors closes to fast, (9) fountain low</p> <p>K-104: (4) Stained carpet, door closes to fast and 4 panels off, cob webs under sink.</p> <p>Kitchen: (8) Very Loose Seat In Restroom, panel out.</p> <p>Multipurpose: (7) bulb out above stairs (10) Step stools stored in lift, door closes to strong, 2 lighs panel out, light bulbs out on stage, cob webs.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>200 Boys RR: (8) loose toilet seat (9) sink drain leaks, lighs covers cobwebs, floor very dirty.</p> <p>200 Girls RR: (4) needs paint (8) loose toilet seat/ toilet dispenser falling off, floor tile stains.</p> <p>400 Girls RR: (4) needs paint (8) handicap stall door will not lock/loose toilet seat/broken dispensor, water fouset not working, floor stain, lighth covers, cobwebs.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>800 Adult RR: Tile ceiling top of sink is loose.</p> <p>800 Girls RR: (8) two loose seat in Restroom, light panel out, door bottom metal loose, outside cement crack.</p> <p>CR 302: (7) Electrical Panel Obstructed/bulb out /can light out/one bulb out (15) back door doesn't close on its own, cob webs on ceiling, fountain to high corrosive water handle.</p> <p>CR 501: (15) back door slams shut, panel out, fountain to high, cobwebs under sink.</p> <p>CR 504: (7) can light out/accept light out/accept light out, water handle on sink is to hard to open, stain carpets.</p> <p>CR 604: (7) one bulb out, (15) west door dragging on concrete, whole panel out, cobwebs on windows, paper towel container loose.</p> <p>CR 708 SDC: (7) one bulb out (15) back door doesn't latch on its own, sink fountain not working.</p> <p>CR 801: (7) broken outlet cover (11) Household cleaners, water fountain to high pressure, hook up air freshener.</p> <p>CR 806: (15) door doesn't latch on its own, 1 light panel out, leaking water fountain, block electrical panel.</p> <p>CR 808: (9) fountain pressure high, (15) door rubs on threshold not closing properly, outside light not turning on, faucet on sink is bad, carpet stains.</p> <p>K- 201: (6) dead bugs in light diffusers (7) two bulb out (9) Drinking fountain flow too low, door closes to fast.</p> <p>K- 204: Broken window, carpet stain, cobwebs on ceiling and under sink, doors closes to fast, (9) fountain low</p> <p>K-104: (4) Stained carpet, door closes to fast and 4 panels off, cob webs under sink.</p> <p>K-105: (4) bathroom floor dirty, (15) door to playground slams closed, fountain on sink not working, light cover, cob webb under sink, closet too measy.</p> <p>Kitchen: (8) Very Loose Seat In Restroom, panel out.</p> <p>Library: Ceiling stains, cob webs top of back door. Front door closes to stay.</p> <p>Lounge R/R: (8) missing lid on sanitary napkin holder, electrical panel block, roof leak, bugs on light diffuser.</p> <p>Lounge: (4) food stains on ceiling (15) door doesn't close completely on its own, cabinet loose (sink), cob webs</p> <p>Main Play Field: (9) fountain rear 200 girls r/r not working/ fountain near 400 girls r/r to high.</p>
Safety: Fire Safety, Hazardous Materials	X			CR 403: (4) loose transition strip (6) ants at front door/bugs in light diffusers (7)

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>Accent Light, two Lamps out (11)</p> <p>Unmarked bottles under sink, back door don't close, fountain to high and leaks, cobwebs and spiders under sink, blinds on north side don't close.</p> <p>CR 601: (7) electrical panels obstructed, panels out.</p> <p>CR 703: Carpet stains, light panel out, electrical outlet missing cover, stain top sink, stain tile ceiling.</p> <p>CR 801: (7) broken outlet cover (11)</p> <p>Household cleaners, water fountain to high pressure, hook up air freshener.</p> <p>CR 804: (7) missing outlet cover, front door don't close need to push it.</p> <p>CR 805: (4) stained carpet, door don't close, ceiling tile holes.</p> <p>CR 807: (7) door falling off electrical panel and block, (11) household cleaning products under sink (15) door rubs threshold, carpet stains, 2 lights panels out, door closes to fast.</p> <p>CR 810 SDR: (11) household products under sink</p> <p>K- 201: (6) dead bugs in light diffusers (7) two bulb out (9) Drinking fountain flow too low, door closes to fast.</p> <p>K-105: (4) bathroom floor dirty, (15) door to playground slams closed, fountain on sink not working, light cover, cob webb under sink, closet too measy.</p> <p>Multipurpose: (7) bulb out above stairs (10) Step stools stored in lift, door closes to strong, 2 lights panel out, light bulbs out on stage, cob webs.</p>
Structural: Structural Damage, Roofs	X			<p>200 Girls RR: (4) needs paint (8) loose toilet seat/ toilet dispenser falling off, floor tile stains.</p> <p>300-AP Office/ MDF: (12) cracked wall and peeling paint around door (15) back door back door doesn't close on it's own, cob webs on control panel closet.</p> <p>400 Boys RR: Floor stains by urinals, cob webs on lighth cobers, paint peeling.</p> <p>800 Boys RR: (4) Floor sinking under sink, panel out, ceiling peeling.</p> <p>CR 604: (7) one bulb out, (15) west door dragging on concrete, whole panel out, cobwebs on windows, paper towel container loose.</p> <p>CR 701 Computer Lab: (7) motion sensor hanging by wire (13) roof leaks, stain tile ceiling, cob webs under sink, board peeling.</p> <p>CR 703: Carpet stains, light panel out, electrical outlet missing cover, stain top sink, stain tile ceiling.</p> <p>CR 706: Electrical panel blocked. Small holes on ceiling by exit back door.</p>

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/14/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				CR 802: Ligth panel out, botton peeling by front door. CR 805: (4) stained carpet, door don't close, ceiling tile holes. CR 808: (9) fountain pressure high, (15) door rubs on threshold not closing properly, outside ligh not turning on, faucet on sink is bad, carpet stains. CR 809: (13) roof leak in bathroom, tile ceiling stains. K- 204: Brocken window, carpet stain, cobwebs on cealing and under sink, doors closes to fast, (9) fountain low Kinder Play Field: Cob webs on play structure, wood chips need to rake. Lounge R/R: (8) missing lid on sanitary napkin holder, electrical panel block, roof leak, bugs on light diffuser.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		300-AP Office/ MDF: (12) cracked wall and peeling paint around door (15) back door back door doesn't close on it's own, cob webs on control panel closet. CR 302: (7) Electrical Panel Obstructed/bulb out /can light out/one bulb out (15) back door doesn't close on its own, cob webs on ceiling, fountain to high corrosive water handle. CR 303: (4) Missing cove base by door, back door doesn't close on own, cob webs on ligh panels and under sink. CR 304: Carpet stains, cobwebs on lights and under sink, exit door closes to fast. CR 401: (4) stained carpet (7) lamps out, cobwebs and lamps, stain tile, back door need to pull to closed. CR 404: (15) back door hard to close, cob webs under sink and lighs, blinds. CR 501: (15) back door slams shut, panel out, fountain to high, cobwebs under sink. CR 502: (6) bug in light diffuser, (15) have to pull hard to close back door, cobwebs under sink. CR 602: (7) Two bulbs out, rear door need to pull to closed. CR 603: (15) Rear Door Slams, pencil cover out, carpet stains. CR 604: (7) one bulb out, (15) west door dragging on concrete, whole panel out, cobwebs on windows, paper towel container loose. CR 704: Cob webs down the white board, door closes to fast. CR 708 SDC: (7) one bulb out (15) hack door doesn't latch on its own, sink fountain not working. CR 804: (7) missing outlet cover, front door don't close need to push it. CR 805: (4) stained carpet, door don't close, ceiling tile holes.

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System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>CR 806: (15) door doesn't latch on its own, 1 ligh panel out, leaking water fountain, block electrical panel.</p> <p>CR 807: (7) door falling off electrical panel and block, (11) household cleaning products under sink (15) door rubs threshold, carpet stains, 2 lighs panels out, door closes to fast.</p> <p>CR 808: (9) fountain pressure high, (15) door rubs on threshold not closing properly, outside ligh not turning on, faucet on sink is bad, carpet stains.</p> <p>K- 201: (6) dead bugs in light diffusers (7) two bulb out (9) Drinking fountain flow too low, door closes to fast.</p> <p>K- 204: Brocken window, carpet stain, cobwebs on cealing and under sink, doors closes to fast, (9) fountain low</p> <p>K-104: (4) Stained carpet, door closes to fast and 4 panels off, cob webs under sink.</p> <p>K-105: (4) bathroom floor dirty, (15) door to playground slams closed, fountain on sink not working, light cover, cob webb under sink, closet too measy.</p> <p>Library: Ceiling stains, cob webs top of back door. Front door closes to stay.</p> <p>Lounge: (4) food stains on ceiling (15) door doesn't close completely on its own, cabbinet loose (sink), cob webs</p> <p>Multipurpose: (7) bulb out above stairs (10) Step stools stored in lift, door closes to strong, 2 lighs panel out, light bulbs out on stage, cob webs.</p>
Overall Rating	Exemplary	Good	Fair	Poor
			X	
Principal spoke with custodial staff. Job orders were placed.				

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	43	43	62	62	48	48
Math	26	30	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	54	49	67	62	56	54

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	15.5	23.6	9.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	73	72	98.6	48.6
Male	41	40	97.6	37.5
Female	32	32	100.0	62.5
Hispanic or Latino	67	66	98.5	50.0
Socioeconomically Disadvantaged	62	62	100.0	45.2
English Learners	33	32	97.0	18.8
Students with Disabilities	12	12	100.0	8.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	366	96.06	43.17
Male	193	187	96.89	36.36
Female	188	179	95.21	50.28
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	352	337	95.74	42.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	345	332	96.23	41.27
English Learners	284	270	95.07	40
Students with Disabilities	56	56	100	7.14

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	381	381	100	29.66
Male	193	193	100	28.5
Female	188	188	100	30.85
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	352	352	100	29.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	345	345	100	28.7
English Learners	284	284	100	28.17
Students with Disabilities	55	55	100	3.64

Note: 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.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Scott Woodward, Interim Principal & Kim Callado, Associate Principal.

Contact Person Phone Number (619) 422-8369

Parent Participation. Research shows a high correlation between parent involvement and effective schools. We encourage our parents to become actively involved in our school. 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, curriculum and instruction. Parents are provided with educational resources and strategies to strengthen the home and school connection. Our school received a one-year grant from the San Diego Women's Foundation, which allows us to increase parent engagement. The grant allows for additional support to train parents with volunteering at school. 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.

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.

State Priority: School Climate

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

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

School Safety Plan

Student safety and well-being are promoted by activities including emergency and earthquake preparedness drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse prevention. One of our priorities is to develop character and citizenship as well as bullying prevention. This year we will be working with a consultant to implement "Positive Behavior Supports" for both staff and parents. Each year our safety plans are updated and revised based on needs and input from the community. The School Safety Plan was approved by the School Site Council in October, 2017. Our staff will receive training through staff meetings as we monitor safety procedures and work in conjunction with the Chula Vista Police Department to ensure a safe school environment for students, staff and parents.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.8	0.9	1.4
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.4
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	19	19	7	3	3		4	4			
1	20	20	18	4	4	4		1	1			
2	20	21	21	4	2	2		2	2			
3	18	19	22	6	5				5			
4	19	31	29	3			1	3	3			
5	21	23	27	1	1		3	2	4			
6	18	22	24	2	1	1	4	4	2			
Other	16		14	1		1						

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

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, Writing and Mathematics), and CELDT 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 is being provided for all teachers in the FITTS criteria by Dr. Fisher and Dr. Hattie. Ongoing professional development includes topics in the Wilda Storm writing across the curriculum, and fidelity to the newly language arts new adopted and the adopted math curriculum blended with Eureka Math. Staff development sessions help increase teacher's knowledge base and strategies to be used in the classroom. Additionally, looking at Friday sessions (Staff Development, Grade Level Planning, Staff Development) as well as structuring collaboration times.

Many staff members, K-6, have received GLAD training at our school site. Teachers have successfully implemented multiple strategies from this training, including but not limited to: cognitive content dictionary, pictorial input charts, chant charts, flex groups, expert groups, and the cooperative strip paragraph. The staff has received follow-up training sessions around GLAD strategies over the past few years.

This year our Instructional Leadership Team (ILT) will participate in five sessions with the focus on high impact strategies to deliver instruction. The ILT will use the Professional Learning Cycle (PLC) to offer professional development to our staff. ILT will conduct ghost walks in classroom, guided walkthroughs, and implement professional development. During collaboration, ILT will guide peer in reflective conversations about the implementation of high impact strategies.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Most expenditures are for classroom services and supplies, including employee salaries and fringe benefits. Instructional support services (nurse, school principals and clerical staff, psychologist, curriculum support, and instructional media) along with building/grounds maintenance, utilities, and pupil transportation, account for more than 26 percent of the total expenses. Other costs include retiree benefits, interest expenses for short-term borrowing, and a portion of retirement costs for non-certificated employees.

After-school and before-school programs have been implemented at the site to focus on students who are not performing at grade level as determined by the CAASPP, CELDT, and Local Measures assessment data. Achieve 3000 and Imagine Learning English, SIPPS are major components of our after-school support program. Newcomers receive support through designated ELD and Imagine Learning English.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,086.01	\$2,941.34	\$7,144.67	\$66,808.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-2.6	-8.7
Percent Difference: School Site/ State			20.0	-12.7

* Cells with ♦ do not require data.