# Harbour Way Elementary School
## School Accountability Report Card
## Reported Using Data from the 2013-14 School Year
### Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

## About This School

**Contact Information (Most Recent Year)**

| School Contact Information | |
|---|---|
| **School Name** | Harbour Way Elementary School |
| **Street** | 2465 Dolan Way |
| **City, State, Zip** | San Pablo, CA 94806 |
| **Phone Number** | (510) 231-1438 |
| **Principal** | Paul Shatswell |
| **E-mail Address** | pshatswell@wccusd.net |
| **Web Site** | http://www.wccusd.net/site/Default.aspx?PageID=915 |
| **CDS Code** | 07-61796-6114086 |

| District Contact Information | |
|---|---|
| **District Name** | West Contra Costa Unified School District |
| **Phone Number** | (510) 231-1100 |
| **Superintendent** | Dr. Bruce Harter |
| **E-mail Address** | bharter@wccusd.net |
| **Web Site** | www.wccusd.net |

**School Description and Mission Statement (Most Recent Year)**

Vision: Harbour Way is a safe environment that facilitates cooperative learning through guided exploration and the development of skills with the use of multiple modalities to ensure all students become productive citizens in this technologically demanding era.

Mission: Our Commitment is to provide Harbour Way students with real world applications as it relates to subject matter content and academic modalities using student interests; to promote good student/teacher relationships through restorative practices and integrated health programs; to encourage student learning through exploration and collaboration of stakeholders.

**Student Enrollment by Grade Level (School Year 2013-14)**

| Grade Level | Number of Students |
|---|---|
| Grade 6 | 1 |
| Total Enrollment | 3 |

**Student Enrollment by Group (School Year 2013-14)**

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 66.7 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.0 |
| Filipino | 0.0 |
| Hispanic or Latino | 33.3 |
| Native Hawaiian orPacific Islander | 0.0 |
| White | 0.0 |
| Two or More Races | 0.0 |
| Socioeconomically Disadvantaged | 100.0 |
| English Learners | 33.3 |
| Students with Disabilities | 0.0 |

# A. Conditions of Learning

## State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 1 | 1 | 1 | 1 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments * | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 20.00 | 80.00 |
| All Schools in District | 95.82 | 4.18 |
| High-Poverty Schools in District | 95.70 | 4.30 |
| Low-Poverty Schools in District | 99.07 | 0.93 |

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

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

**Year and month in which data were collected:**

The district office provides textbooks and supplemental materials aligned to the Standards and provides professional development to each teacher depending on their individual needs. This school is transitioning with PowerSchool which is a web-based school attendance program. Parents, teachers and students will be able to view progress reports, grades, attendance, homework, etc from home when we are fully training and using its capabilities fully. The district has provided training for job alike positions and we will have transcripts, Individualized Educational Programs, Behavior Plans, etc. just a fingertip away.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|---|---|---|
| Reading/Language Arts | Macmillan/McGraw-Hill, California Treasures (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-6) Prentice Hall Copper 6th Grade | Yes | 0% |
| Mathematics | Everyday Mathematics (Grade K-6), Wright Group/Macmillan-McGraw Hill | Yes | 0% |
| Science | Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade) | Yes | 0% |
| History-Social Science | Elementary Social Science: Macmillan/McGraw Hill California Vistas | Yes | 0% |

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Harbour Way Academy is physically located in four classrooms at the Pupil Service Center.  One of the classrooms houses the main office and a counseling office.

**School Facility Good Repair Status (Most Recent Year)**

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August  2013 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | [ ] | [ ] | [ ] | (See repair status for North Campus - it includes Harbour Way) |
| **Interior:** Interior Surfaces | [ ] | [ ] | [ ] | |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [ ] | [ ] | [ ] | |
| **Electrical:** Electrical | [ ] | [ ] | [ ] | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [ ] | [ ] | [ ] | |
| **Safety:** Fire Safety, Hazardous Materials | [ ] | [ ] | [ ] | |
| **Structural:** Structural Damage, Roofs | [ ] | [ ] | [ ] | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ] | [ ] | [ ] | |

**Overall Facility Rating (Most Recent Year)**

| | **Exemplary** | **Good** | **Fair** | **Poor** |
|---|---|---|---|---|
| **Overall Rating** | [ ] | [ ] | [ ] | [ ] |

# B. Pupil Outcomes

## State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|---|
| **Science (grades 5, 8, and 10)** | | | | 45 | 47 | 49 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).  Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| **All Students in the LEA** | |
| **All Student at the School** | |
| **Male** | |
| **Female** | |
| **Black or African American** | |
| **American Indian or Alaska Native** | |
| **Asian** | |
| **Filipino** | |
| **Hispanic or Latino** | |
| **Native Hawaiian or Pacific Islander** | |
| **White** | |
| **Two or More Races** | |
| **Socioeconomically Disadvantaged** | |
| **English Learners** | |
| **Students with Disabilities** | |
| **Students Receiving Migrant Education Services** | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10.  Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts | | | 13 | 41 | 43 | 42 | 54 | 56 | 55 |
| Mathematics | | | | 37 | 38 | 38 | 49 | 50 | 50 |
| History-Social Science | 0 | 0 | | 28 | 30 | 32 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Academic Performance Index Ranks (Three-Year Comparison)**

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| Statewide | | | |
| Similar Schools | | | |

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

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

| Group | Actual API Change | | |
|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | | | |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | | | |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | | | |
| English Learners | | | |
| Students with Disabilities | | | |

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

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California Physical Fitness Test Results (School Year 2013-14)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | | | |

Note: 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.

# C. Engagement

## State Priority: Parental Involvement

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

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

**Opportunities for Parental Involvement (Most Recent Year)**

Harbour Way understands that parental involvement is strongly associated with positive learning outcomes. Harbour Way conducts two Open House parent participation activities per year, as well as multiple parent/teacher dinner events. The Student Success Team, Parents and Teachers as Allies, and attendance interventions are additional opportunities for school staff to develop relationships with parents and other stakeholders in the community.

## State Priority: School Climate

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

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

**Suspensions and Expulsions**

| Rate | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| **Suspensions** | 44.0 | 12.5 | 0.0 | 10.8 | 10.2 | 6.6 | 5.7 | 5.1 | 4.4 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

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

**School Safety Plan (Most Recent Year)**

The staff at Harbour Way recognizes that students must have a safe environment to achieve success. We are committed to providing a safe environment where all students are able to learn. Currently, Harbour Way has 2 Site Supervisors on campus between 7:30 AM and 3:30 PM.  We also have a Deputy assigned to our site Monday - Thursday.  Administration also provides supervision throughout the day.  All visitors are required to sign in at the office.  Fire drills are coordinated between North Campus, Harbour Way, and the Special Education Department. Harbour Way specializes in building relationships between staff members and students, especially those at-risk of dropping out or engaging in violent activity. These relationships have been extremely successful at preventing violence on campus.

# 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.

**Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)**

| AYP Criteria | School | District |
|---|---|---|
| **Made AYP Overall** | | |
| **Met Participation Rate: English-Language Arts** | | |
| **Met Participation Rate: Mathematics** | | |
| **Met Percent Proficient: English-Language Arts** | | |
| **Met Percent Proficient: Mathematics** | | |

**Federal Intervention Program (School Year 2014-15)**

| Indicator | School | District |
|---|---|---|
| **Program Improvement Status** | | In PI |
| **First Year of Program Improvement** | | 2004-2005 |
| **Year in Program Improvement*** | | Year 3 |
| **Number of Schools Currently in Program Improvement** | --- | 23 |
| **Percent of Schools Currently in Program Improvement** | --- | 82.1 |

Note: Cells with "---" do not require data.

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

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| **K** | | | | | | | | | | | | |
| **1** | | | | | | | | | | | | |
| **2** | | | | | | | | | | | | |
| **3** | | | | | | | | | | | | |
| **4** | | | | | | | | | | | | |
| **5** | | | | | | | | | | | | |
| **6** | | | | | | | | | | 1 | 1 | |
| **Other** | | | | | | | | | | | | |

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

**Academic Counselors and Other Support Staff (School Year 2013-14)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 0 | |
| **Counselor (Social/Behavioral or Career Development)** | 0 | --- |
| **Library Media Teacher (Librarian)** | 0 | --- |
| **Library Media Services Staff (Paraprofessional)** | 0 | --- |
| **Psychologist** | .05 | --- |
| **Social Worker** | | --- |
| **Nurse** | | --- |
| **Speech/Language/Hearing Specialist** | 0 | --- |
| **Resource Specialist** | 0.00 | --- |
| **Other** | 0 | --- |

Note: Cells with "---" do not require data.  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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| --- | --- | --- | --- | --- |
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | $36,431.91 | $34.22 | $36,397.68 | $72,894.37 |
| **District** | --- | --- | $5,547.14 | $57,253 |
| **Percent Difference: School Site and District** | --- | --- | 556.2 | 32.3 |
| **State** | --- | --- | $4,690 | $70,720 |
| **Percent Difference: School Site and State** | --- | --- | 557.4 | 4.6 |

Note: Cells with "---" do not require data.

## Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Harbour Way School include:
- ESEA-Title I
- Economic Impact Aid
- SCE
- ARRA
- Central Kitchen

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category | District Amount | State Average for Districts In Same Category |
| --- | --- | --- |
| **Beginning Teacher Salary** | $36,777 | $41,761 |
| **Mid-Range Teacher Salary** | $56,678 | $66,895 |
| **Highest Teacher Salary** | $75,980 | $86,565 |
| **Average Principal Salary (Elementary)** | $87,412 | $108,011 |
| **Average Principal Salary (Middle)** | $92,657 | $113,058 |
| **Average Principal Salary (High)** | $103,480 | $123,217 |
| **Superintendent Salary** | $227,250 | $227,183 |
| **Percent of Budget for Teacher Salaries** | 31 | 38 |
| **Percent of Budget for Administrative Salaries** | 5 | 5 |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

## Professional Development

Quality instruction and leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Trainings are also provided to administrators to enable them to provide strong instructional leadership and guide teaching and learning at school sites. The principal in turn, provides support to teachers through collaborative planning and coaching based on ongoing classroom observations. Teachers are provided with both on and off-site professional development in standards based curriculum content areas. The principal is extremely supportive of professional development for teachers within and outside of our focus areas. For 2014-15 WCCUSD has chosen 3 key areas of focus for professional development which differ slightly when applied to each academic department.