

# Ira Harbison 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/fq/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

<b>School Name</b>	Ira Harbison Elementary School
<b>Street</b>	3235 East 8th Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	(619) 336-8200
<b>Principal</b>	Dr. Fausto Barragan
<b>Email Address</b>	fbarragan@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038764

## 2023-24 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website</b>	www.nsd.us

## 2023-24 School Description and Mission Statement

Ira Harbison Elementary was established in 1950 and is part of the National School District, which is an environment focused on the following core values: “Students First, Whatever it Takes, and Relationships Matter.” National School District is located in the southern region of San Diego County. It is part of National City, which was incorporated on September 17, 1887; it is the second oldest community in San Diego. Our district is composed of 10 elementary schools and a pre-school center. For the 2021-2022 school year, we serve students in grades transitional kindergarten to sixth grade. We have 15 classroom teachers, a site Language Arts Specialist, a School Psychologist, a School Counselor, a Library Media Specialist, a full-time Health Clerk as well as additional support personnel and office staff.

### We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

### We Believe

- All students will learn
- Student success is everyone’s responsibility
- Our community’s cultural diversity enriches learning opportunities

Ira Harbison’s Slogan: Excellence for All!

### Ira Harbison’s Mission Statement:

The Ira Harbison Elementary community is committed to excellence for all children. Our shared goal is to ensure literacy, instill personal responsibility and celebrate diversity. In achieving this goal, our students develop into literate, self-directed learners and become successful citizens who contribute positively in a global society.

## 2023-24 School Description and Mission Statement

Message from the School Principal, Dr. Fausto Barragan Jr.:

Welcome to Ira Harbison, home of the Hawks. Ira Harbison is an exceptional small school community with a huge heart. Ira Harbison Elementary School serves 400 scholars in Transitional Kindergarten thru Sixth grade. Our diverse school community is comprised of students with Hispanic, Filipino, Caucasian, Pacific Islander and African American students.

The teaching staff implements the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Common Core State Standards are aligned to a national format to prepare students for college or the career of their choice. One area of focus for these standards is that students will be required to attain more profound mastery of critical concepts, allowing them to apply their knowledge across curricular areas and solve real-world problems. Ira Harbison has a strong emphasis on technology. All students have a 1-to-1 device to access instruction and curriculum anytime. Students participate weekly in P.E., music, art, and enrichment learning opportunities during teacher data release times. Classes when they are on site. To provide a program with high academic rigor, it is essential to maintain a school culture of excellence, achieved through constant collaboration, teamwork, a focus on best practices, and assessment data analysis to guide instruction.

At Ira Harbison, family involvement is a crucial component for the school program's success, and parents are encouraged to be active participants in their student's education. This is accomplished through parent participation in events such as Back to School Night, Open House, Coffee with the Principal, School Site Council and English Language Advisory Committee, and Parent-Teacher conferences. Parents are encouraged to participate in the monthly meetings of the Parent Teacher Association (PTA), English Learners Advisory Committee (ELAC), and School Site Council (SSC). Other opportunities for parent involvement include being classroom volunteers and helping at events such as Family Reading Night, Family Math Night, and the End of the Year Spring Carnival.

A priority at Ira Harbison is student health and safety, combined with character development and a strong sense of responsibility. Ira Harbison implements Social Emotional Learning curriculum in grades TK-6 using research-based curricula, Second. Step. The school also employs a full-time bilingual counselor and a school psychologist.

Ira Harbison Elementary is a Positive Behavioral Interventions and Supports (PBIS) school. PBIS is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 16,000 U.S. schools are implementing PBIS. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. Ira Harbison encourages positive behavior. Our students are always Safe, Respectful, Responsible and Kind. We use a point system in our school throughout the classroom, cafeteria, and multi purpose areas. During the 2022-2023 school year, Ira Harbison received PBUS Bronze recognition.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	49
Grade 2	52
Grade 3	58
Grade 4	56
Grade 5	36
Grade 6	60
<b>Total Enrollment</b>	<b>401</b>

## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.6%
Asian	1.2%
Black or African American	1.7%
Filipino	24.9%
Hispanic or Latino	64.8%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	2.5%
White	2.7%
English Learners	38.9%
Foster Youth	1%
Homeless	5%
Socioeconomically Disadvantaged	72.6%
Students with Disabilities	13.5%

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.20	100.00	226.90	93.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.24	12115.80	4.41
<b>Unknown</b>	0.00	0.00	13.00	5.35	18854.30	6.86
<b>Total Teaching Positions</b>	19.20	100.00	242.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	100.00	193.80	91.50	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	0.47	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	3.00	1.42	11953.10	4.28
<b>Unknown</b>	0.00	0.00	14.00	6.61	15831.90	5.67
<b>Total Teaching Positions</b>	16.00	100.00	211.80	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	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	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.

## 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
<b>Total Out-of-Field Teachers</b>	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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

Year and month in which the data were collected		08/23/2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%

<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%

## School Facility Conditions and Planned Improvements

Ira Harbison's main campus was built in 1950. Since our opening the following major renovations or improvements have been addressed:

- 1987 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium
- 1993 - Modernization consisted of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry
- 1997 - Relocatables were added to support class size reduction
- 1998 - Relocatables were added to support class size reduction
- 2015 - A high speed and wireless network were added to every classroom on the site.
- 2016 - Air conditioning was added to all original buildings, including every classroom on the site. Additionally, the electrical and the fire alarm systems were upgraded to support the air conditioning and one-to-one computing.
- 2017 and 2018 - Exterior walls have been removed and replaced on many of the portable buildings on the site.
- 2018 - The flower beds on the site have been updated to include a water efficient drip system, and have been replanted.
- 2022 - Installation of new digital marquee in front of the school on 9th street. Installation of brand new multisensory playground and herb gardens for student recreation and recess.

2023 - Installation of upper playground including playing fields and sports equipment.

2023 - Installation of hydration stations through of the campus

Ongoing - The school is highly maintained with new paint, plants, flowers, and grass on an ongoing basis. Ira Harbison has 17 regular classrooms and 9 classrooms in relocatable buildings.

### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order, are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

### The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

**Year and month of the most recent FIT report**

8/8/2023



## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Rm 10: Ceiling tile stained. Rm 6: Stained ceiling tile. Rm 17 Library: Chipped paint on 2nd doorway. Rm 19 YMCA Office: Missing ceiling tile, chipped paint on interior door. Rm 23: Ceiling tile water stains. Rm 24 Girls RR: Floor damage in handicap stall. Action Taken: Work orders submitted.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Rm 5 Custodial Closet: Clutter. Action Taken: Work order submitted.
<b>Electrical</b>		X		Nurse Office: Microwave and refrigerator in power strip. Mens RR: One light out. Rm 11 Staff Workroom: Exit light out. Rm 5 Custodial Office: Microwave into strip. Rm 5 Storage Closet: Light out. Rm 19 YMCA Office: Blocked electrical panel. Rm 23: Microwave plugged into power strip. Action Taken: Work orders submitted.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Rm 18 RSP: Sink cabinet door broken. Rm 20 Speech: Cabinet door broken. Rm 23: Loose faucet. Action Taken: Work orders submitted.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Rm 18 RSP: Ramp peeling and rusty. Rm 19 YMCA: Office: Ramp rusty and peeling. Rm 19 YMCA: Back eaves rusty and peeling. Rm 20 Speech: Rusty eaves front. Rm 21 ELPAC: Floor squeaks middle. Rm 23: Ramp rusty and peeling. Rm 26C Parent Center: Ramp rust. Rm26 B Counselor: Ramp rust. Rm 24: Railing loose on ramp. Action Taken: Work orders submitted.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Admin Office: Crack in cement front door. Rm 15: Sidewalk raised. Action Taken: Work orders submitted.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	33	40	33	31	47	46
<b>Mathematics</b> (grades 3-8 and 11)	17	31	22	25	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
<b>All Students</b>	207	203	98.07	1.93	39.90
<b>Female</b>	100	98	98.00	2.00	40.82
<b>Male</b>	107	105	98.13	1.87	39.05
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	54	53	98.15	1.85	64.15
<b>Hispanic or Latino</b>	130	128	98.46	1.54	27.34
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	72	68	94.44	5.56	16.18
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	100	98	98.00	2.00	29.59
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	33	100.00	0.00	18.18

## 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
<b>All Students</b>	207	207	100.00	0.00	30.92
<b>Female</b>	100	100	100.00	0.00	27.00
<b>Male</b>	107	107	100.00	0.00	34.58
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	54	54	100.00	0.00	59.26
<b>Hispanic or Latino</b>	130	130	100.00	0.00	18.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	72	72	100.00	0.00	12.50
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	100	100	100.00	0.00	20.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	33	33	100.00	0.00	6.06

## 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
<b>Science</b> (grades 5, 8 and high school)	29.03	40.00	16.82	18.43	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
<b>All Students</b>	35	35	100.00	0.00	40.00
<b>Female</b>	21	21	100.00	0.00	33.33
<b>Male</b>	14	14	100.00	0.00	50.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	58.33
<b>Hispanic or Latino</b>	21	21	100.00	0.00	33.33
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	16	16	100.00	0.00	18.75
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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	100	100	100	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## 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

Ira Harbison Elementary School is very appreciative and proud of the support that parents provide to our campus. Our parent nights, awards assemblies, teacher-parent conferences, and fundraisers are always well attended. Parents have the opportunity to volunteer on a daily basis in the classrooms. There are numerous opportunities for parents to become involved in the educational program at Ira Harbison Elementary School. Parents are encouraged to become members of the School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent/Teacher Association (PTA), and District Advisory Committees (DELAC). For more information about organized activities and events and other opportunities for parent involvement, please contact:

Contact Person Name: Veronica Garcia  
Phone Number: (619) 336-8251

Parents also have opportunities to learn and grow. Literacy workshops, Parenting Classes, and Nutrition workshops are offered throughout the year. Parents are also invited to attend many school activities throughout the year, including our Coffee with the Principal, that features different topics, such as Technology, Math, and Reading to name a few. We have 2 Family Math and Literacy Nights that give our families the opportunity to read and do hands-on science and math together that is aligned to the Common Core State Standards. Our parents help fundraise in different opportunities. The fundraising has help support our educational assemblies, field trips, and fundraisers. We are very fortunate to count with excellent parental support. At Harbison, we believe a strong home school partnership is necessary to give our students the education they deserve.

During the school year the activities below were implemented to increase parent involvement opportunities at Ira Harbison.

- Home/School Partnership:
- Parent/Teacher Association (PTA)

## 2023-24 Opportunities for Parental Involvement

- Student/Parent/Teacher/Principal Commitment to Excellence
  - School Site Council
  - English Learner Advisory Committee (ELAC)
  - Parent Volunteers
  - Community Volunteers
  - Fall Back-to-School Night
  - Spring Open House
  - Trimester Parent-Teacher Conferences
  - Oceans Alive! Marine Activities, Resources and Education (M.A.R.E.)
  - Coffee With the Principal
  - Parent & Community Celebration Tea
  - Family Workshops
  - Family Math Night
  - Student awards ceremonies
  - School Festivals
  - PTA sponsored School-wide Fundraisers
  - Book Fair
  - Ocean Connectors
  - STEAM
  - Kitchenistas/Olivewood Gardens
- Marvelous Math Mondays

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	435	420	136	32.4
Female	225	214	70	32.7
Male	210	206	66	32.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	5	5	1	20.0
Black or African American	10	10	4	40.0
Filipino	104	104	20	19.2
Hispanic or Latino	284	272	102	37.5
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	12	10	1	10.0
White	11	10	4	40.0
English Learners	184	180	54	30.0
Foster Youth	6	6	1	16.7
Homeless	14	13	9	69.2
Socioeconomically Disadvantaged	320	311	110	35.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	75	73	29	39.7

### 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	3.65	2.53	0.00	1.12	1.89	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.53	0
Female	2.22	0
Male	2.86	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	4.81	0
Hispanic or Latino	1.76	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.33	0
White	0	0
English Learners	2.17	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.5	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.33	0

## 2023-24 School Safety Plan

### SB187 Safety Plan

Date the plan was last updated: February 2023

Date the plan was last reviewed with the staff: July 2023

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (A.) Child Abuse Reporting, (B.) Disaster Response Procedures, (C.) Suspension and Expulsion Policies, (D.) Notification of Teachers regarding Dangerous Pupils, (E.) Discrimination and Sexual Harassment, (F.) School-wide Dress Codes Prohibiting Gang-related Apparel, (G.) Procedures for Safe Ingress and Egress from School, (H.) Procedures to Ensure a Safe and Orderly Environment Conducive to Learning, (I.) Rules and Procedures on School Discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. (J.) Hate Crimes Policies and Procedures, (K.) Procedures under the Safe and Drug-Free Schools Act and (L.) Bullying Prevention Policies and Procedures. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

## 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	20	1	2	
1	19	3		
2	23		3	
3	24		2	
4	32		2	
5	32		2	
6	24		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	20	1	2	
1	21	1	1	
2	21	1	1	
3	24		2	
4	31		1	
5	33			
6	28		2	
Other	28		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	22	2	2	0
1	23	0	2	0
2	22	0	2	0
3	19	2	0	0
4	28	0	2	0
5	31	0	1	0
6	66	0	0	1
Other	17	3	1	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6.8

## 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
<b>School Site</b>	\$11,018	\$1,995	\$9,023	\$99,938
<b>District</b>	N/A	N/A	\$8,822	\$90,126
<b>Percent Difference - School Site and District</b>	N/A	N/A	2.3	14.9
<b>State</b>	N/A	N/A	\$7,607	\$88,288
<b>Percent Difference - School Site and State</b>	N/A	N/A	31.1	16.6

## Fiscal Year 2022-23 Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

### INSTRUCTIONAL SETTINGS

Instructional activities occur in a variety of settings. Ira Harbison offers a full-time classroom program employing a traditional schedule for grades TK-6. Students receive a content-standards aligned instructional program to meet the minimum instructional minute requirements by California Education Code.

### PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW /HIGH

The Ira Harbison instructional staff strategically and regularly monitors student achievement and progress. By giving regular assessments and analyzing data, teachers are able to determine which students are progressing and which are struggling. In order to differentiate instruction to meet specific student needs, the teachers have arranged their instructional time to allow flexibility for tier 1 supports in Math and English/Language Arts.

### PLAN FOR ENGLISH LEARNERS

As designated by the State of California, will administer the home language survey upon a student's initial enrollment into the district (on enrollment forms). Students with a primary home language other than English, will be assessed for English proficiency by the English Language Proficiency Assessment for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the California ELD Standards. Students identified as an English Learner ("EL"), are provided in-class supports and accommodations. Additional supports are provided based on specific student needs. Annual analysis of both ELPAC, CAASPP, and district assessments, assist in determining re-designation of English Learners. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following: Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.

Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.

Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

## Fiscal Year 2022-23 Types of Services Funded

Title I Fund: \$70,383  
 LCAP Supplemental and Concentration Fund: \$160,148  
 Total: \$230,531

## 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
<b>Beginning Teacher Salary</b>	\$51,555	\$54,046
<b>Mid-Range Teacher Salary</b>	\$76,669	\$84,515
<b>Highest Teacher Salary</b>	\$110,714	\$110,867
<b>Average Principal Salary (Elementary)</b>	\$129,136	\$136,841
<b>Average Principal Salary (Middle)</b>	\$0	\$141,477
<b>Average Principal Salary (High)</b>	\$0	\$137,985
<b>Superintendent Salary</b>	\$216,806	\$217,473
<b>Percent of Budget for Teacher Salaries</b>	32.54%	32.43%
<b>Percent of Budget for Administrative Salaries</b>	5.29%	5.62%

## Professional Development

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data, school needs and staff input. The district calendar earmarks two full professional growth days and six days with early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend virtual conferences and virtual district-wide professional development throughout the year, including early-release days for district-focused learning. Conferences and professional workshops are selected by teachers with the principal's guidance to ensure that the professional learning involves strategies with rigor and relevance towards meeting our objectives. In recent years, areas of focus for teacher training have included effective instructional strategies for implementation of Common Core Standards, best practices for MTSS Teams collaboration, curriculum training in language arts and mathematics, specific training to support the needs of English Learners, innovative approaches in instructional content/delivery, as well as increased awareness and planning around school safety, and ways to support and strengthen our school culture. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff, targeted groups, grade-level teams, and through individual mentoring by the school administrator. During the implementation process, teachers are supported through teacher-principal meetings and student performance reporting on grade level data team collaboration days. As part of grade level collaboration, teachers share ideas, strategies and resources that were learned during professional growth trainings and review student progress on specific English Language Arts and Mathematics units. The district also assists in the coordination of support services under the Beginning Teacher Support and Assessment (BTSA) Induction Program for Year One and Year Two Beginning Teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	19	20	20