

Ira Harbison Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Ira Harbison Elementary School
Street	3235 East 8th Street
City, State, Zip	National City, CA 91950
Phone Number	(619) 336-8200
Principal	Courtney Quinn
Email Address	cquinn@nsd.us
School Website	www.nsd.us
Grade Span	K-6
County-District-School (CDS) Code	37-68221-6038764

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Ira Harbison Elementary was established in 1949 and is part of the National School District. For the 2024-2025 school year, Ira Harbison serve students in grades transitional kindergarten to sixth grade. Ira Harbison has 17 classroom teachers, a site Language Arts Specialist, a School Psychologist, a Speech Pathologist, a School Counselor, a Library Media Specialist, a full-time Health Clerk as well as additional support personnel and office staff.

Ira Harbison's School believes in Excellence for All! Our Mission is, "We are a dedicated school community and our shared goals are to ensure literacy, instill personal responsibility and celebrate diversity. In achieving these goals, our students

2024-25 School Description and Mission Statement

develop into literate, self-directed learners and become successful citizens who contribute positively in a global society. Our School Vision is Ira Harbison School community is committed to excellence for all children. Ira Harbison is home of the Hawks. 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). 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. Ira Harbison Elementary is also 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. Our students are always Safe, Respectful, Responsible and Kind.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	53
Grade 2	51
Grade 3	45
Grade 4	54
Grade 5	53
Grade 6	36
Total Enrollment	372

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.5
Non-Binary	0.3
Asian	1.1
Black or African American	3.2
Filipino	26.1
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	1.3
White	2.7
English Learners	40.6
Foster Youth	1.1
Homeless	4
Socioeconomically Disadvantaged	74.7
Students with Disabilities	15.6

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.20	100.00	226.90	93.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.24	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	13.00	5.35	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	100.00	193.80	91.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.00	1.42	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	14.00	6.61	15831.90	5.67
Total Teaching Positions	16.00	100.00	211.80	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	94.44	191.00	91.69	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.96	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	2.00	0.96	11746.90	4.23
Unknown/Incomplete/NA	1.00	5.56	13.30	6.39	14303.80	5.15
Total Teaching Positions	18.00	100.00	208.30	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	5.2

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected 8/28/2024

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

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

School Facility Conditions and Planned Improvements

Ira Harbison's main campus was built in 1949. Over the years many renovations and improvements have been made. The school is highly maintained with new paint, plants, flowers, and grass on an ongoing basis. Ira Harbison has seventeen main classrooms and nine classrooms in relocatable buildings.

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.

At Ira Harbison we make a conscientious effort to provide a safe, 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 with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The Facilities Inspection Tool (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 maintenance program. The district office, along with the principal meets with staff and families to keep them up to date about facility updates and upgrades. Ira Harbison will receive a new lower playground, turf field and ADA compliant parking lot and walkways.

Year and month of the most recent FIT report

8/6/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Deficiencies: Kitchen (fly fan not working), Staff Lounge (fly fan not working) Action Taken: Work orders submitted.
Interior: Interior Surfaces		X		Deficiencies: Stage (stained ceiling tiles), Rm. 11 (stained carpet, cabinet not closing, chipped counter top), Girls RR (vinyl floor coming up at the wall and base), PTA Rm. 26C (stained ceiling tiles), Rm 26B (carpet stained), Rm. 23 (carpet stained, receptable plate missing), Rm. 22 (fabric torn on wall) Rm. 7 (carpet stained), Library (stained ceiling tile), Rm. 18 (cabinet door hitting under sink), Rm. 18B (loose ceiling tiles) Action Taken: Work orders submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Deficiencies: PTA Rm. 26C (material stacked too high) Action Taken: Work order submitted.
Electrical		X		Deficiencies: Principal office (refrigerator plugged into power strip), Nurse office (microwave plugged into power strip), Custodial Rm. (knob missing on switch), PTA Rm. 26C (exit sign missing), Rm. 26B (microwave plugged into power strip), Rm. 19 (electrical panel blocked), Electrical Rm. (equipment blocking switchgear, no signage for room), Rm. 3A (old clock junction box cover needed). Rm. 18 (microwave plugged into power strip) Action Taken: Work orders submitted.

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Deficiencies: Girls RR (menstrual dispenser missing signage), Rm. 1 (loose faucet), Boys RR (menstrual dispenser empty) Action Taken: Work orders submitted.
Safety: Fire Safety, Hazardous Materials	X		Deficiencies: Rm. K1 (peeling paint on overhead slats), Rm. 15 (aerosol under sink), Rm. 19 (peeling paint from overhead), Girls RR (peeling paint), Custodial Locker (gas not stored properly), Library (peeling paint no exterior door, skirting has chipped paint) Action Taken: Work orders submitted.
Structural: Structural Damage, Roofs	X		Deficiencies: Boys RR (nonskid coming off ramp), Rm. 19 (dry rot on ramp, fascia dry rot) Action Taken: Work orders submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Deficiencies: Nurse office (large concrete cracks outside), Cafetorium (concrete tripping hazards outside of cateria), Rm. K1 (asphalt crack in kinder playground, large step down to playground equipment), Rm. 15 (concrete tripping hazard outside), Rm. 22 (blinds missing slats) 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	40	39	31	30	46	47
Mathematics (grades 3-8 and 11)	31	30	25	24	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	193	98.97	1.03	38.86
Female	99	99	100.00	0.00	43.43
Male	93	91	97.85	2.15	35.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	50	50	100.00	0.00	56.00
Hispanic or Latino	130	128	98.46	1.54	32.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	64	98.46	1.54	20.31
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	95	98.96	1.04	36.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	2.94

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	195	194	99.49	0.51	29.90
Female	99	99	100.00	0.00	29.29
Male	93	92	98.92	1.08	31.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	50	50	100.00	0.00	54.00
Hispanic or Latino	130	129	99.23	0.77	20.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	65	65	100.00	0.00	9.23
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	96	96	100.00	0.00	22.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	34	97.14	2.86	8.82

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	40.00	19.30	18.43	19.16	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	57	100.00	0.00	19.30
Female	28	28	100.00	0.00	21.43
Male	27	27	100.00	0.00	18.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	27.27
Hispanic or Latino	43	43	100.00	0.00	16.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	3.57
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	30	30	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 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 requires only participation results 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

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.

2024-25 Opportunities for Parental Involvement

Ira Harbison Elementary School has numerous opportunities for parents to become involved in the school community. 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 DPAC and DELAC. Parents attend Back to School Night and Open House where they receive information about grade level standards, student progress and support. In addition, monthly Coffee with the Families are held to gain parent involvement and input. All parent meetings offer translation services so that all parents can have an active role in their students education.

Parents also have opportunities to learn and grow at Ira Harbison with literacy workshops, parenting classes, and nutrition workshops. Parents are also invited to attend many school activities throughout the year, awards ceremonies, family math and science night, student awards ceremonies and school festivals. Our parents help fundraise throughout the year. The fundraising helps support Ira Harbison's educational assemblies, field trips, and classroom projects. At Ira Harbison, we believe a strong home school partnership is necessary to give our students the education they deserve

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	389	63	16.2
Female	215	206	30	14.6
Male	186	179	33	18.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	12	12	4	33.3
Filipino	102	100	6	6.0
Hispanic or Latino	265	253	51	20.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	11	--	--	--
English Learners	160	156	26	16.7
Foster Youth	--	--	--	--
Homeless	19	17	6	35.3
Socioeconomically Disadvantaged	303	292	50	17.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	76	72	18	25.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
3.65	2.53	0.49	1.12	1.89	1.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.49	0.00
Female	0.00	0.00
Male	1.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.98	0.00
Hispanic or Latino	0.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.63	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

SB187 Safety Plan

Date the plan was last updated and board approved: February 2024

Date the plan was last reviewed with the staff: July 2024

2024-25 School Safety Plan

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.

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	
1	23		2	
2	22		2	
3	19	2		
4	28		2	
5	31		1	
6	66			1
Other	17	3	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		2	
1	24		2	
2	23		1	
3	20	2		
4	24		2	
5	30		1	
6	30		1	
Other	19	2	2	

2023-24 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	372

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,568	\$4,078	\$10,490	\$97,058
District	N/A	N/A	\$10,807	\$97,792
Percent Difference - School Site and District	N/A	N/A	-3.0	-0.8
State	N/A	N/A	\$10,771	\$94,129
Percent Difference - School Site and State	N/A	N/A	-2.6	3.1

Fiscal Year 2023-24 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. Ira Harbison receives both Local Control Accountability Plan (LCAP) and Title 1 Funding.

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. Funding is also used for Impact teachers to support students in

Fiscal Year 2023-24 Types of Services Funded

small group settings.

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$56,195	\$57,839
Mid-Range Teacher Salary	\$83,569	\$90,040
Highest Teacher Salary	\$120,678	\$118,647
Average Principal Salary (Elementary)	\$154,082	\$144,639
Average Principal Salary (Middle)	\$0	\$148,270
Average Principal Salary (High)	\$0	\$161,275
Superintendent Salary	\$236,319	\$229,986
Percent of Budget for Teacher Salaries	28%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

School staff at Ira Harbison receive many different opportunities for professional development. Staff receives district professional development, site professional development and county level professional development opportunities. The selection of focus 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. 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 site 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, SPED students, PBIS, 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.

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-

Professional Development

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. For the 24-25 school year Instructional Assistants receive monthly

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20