Harrison Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Harrison Elementary
Street	2901 Harrison Street
City, State, Zip	Riverside, CA 92503-5505
Phone Number	(951) 352-6712
Principal	Clarissa M. Brown
Email Address	cmbrown@rusd.k12.ca.us
Website	www.Harrison.RiversideUnified.org
County-District-School (CDS) Code	33-67215-6032601

Entity	Contact Information
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
Email Address	dchansen@rusd.k12.ca.us
Website	www.RiversideUnified.org

School Description and Mission Statement (School Year 2019-20)

The Harrison Educational Community is comprised of students, teachers, support staff and other community members who work collaboratively as a life long learning Community. Our goal is to serve all of our students every day, to promote high levels of student achievement while fostering an enriching, safe environment of mutual respect where all members are valued. We provide a rigorous curriculum in all subject areas based on the California Common Core State Standards to ensure all students can face change and success effectively and confidently.

All Kindergarten students have access to tablets and iPods. In Grades TK-6th students have Chromebooks, which are used to access Accelerated Reader, Lexia, Reading Plus, DreamBox (math), Mystery Science, Starfall, and coding software.

All software is aligned to the California Common Core Standards and are designed to provide students with the opportunity to develop and enhance their skills in English Language Arts, Mathematics, and Science. Students have access to personalized software seven days a week. Teachers monitor each student's progress through their personalized pacing guide. Should the need arise, students are seen individually or in small groups to reteach specific skills that they have not been able to master via the respective software programs. Students are recognized on a monthly basis as they excel at their own pace. Passing each level demonstrates mastery of specific English Language Arts and Mathematics skills. The software programs are designed to allow student's review of materials from previous grades as well as opportunities to move beyond their current grade level material.

All grade levels will participate in "Coding Classes." In the previous three years only our grade levels in third, fourth, fifth and sixth grades participated in opportunities to develop coding skills. However, all of Harrison's teachers have received staff development on offering coding to primary students and we have purchased grade-level coding materials. This is an exciting opportunity for our students.

Harrison is a "Google Expedition" site. All grade levels will be participating in the use of Google Expedition journeys. Harrison has their own class set of Google Expedition equipment, thus allowing grade level teams to identify and utilize "Expeditions" that support any relevant curricular area and allow students to experience it up close. Students and staff are excited to access this equipment and provide this experience for students to enhance their learning opportunities.

Harrison students are incentivised and recieve recognition for Accelerated Reading, and Hundred Mile Club.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	86
Grade 1	68
Grade 2	71
Grade 3	61
Grade 4	69
Grade 5	66
Grade 6	72
Total Enrollment	493

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.2
Asian	2.4
Filipino	1.4
Hispanic or Latino	64.5
Native Hawaiian or Pacific Islander	0.4
White	22.3
Two or More Races	0.4
Socioeconomically Disadvantaged	67.1
English Learners	17.6
Students with Disabilities	12.6
Homeless	5.9

A. Conditions of Learning

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	25	23	1768
Without Full Credential	0	0	1	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	1	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	1
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
History-Social Science	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
Health	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1964
Last Modernized: 2004
Lot Size: 10 Acres
22 Permanent Classrooms
10 Portable Classrooms
Library
Multi-Purpose Room
Indoor cafeteria
Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Harrison has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 259
Labor Hours = 812.04
Assessed Value of Work = $35995.93

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	HARA-107 (Administration): 4: (D) Ceiling tiles missing, damaged or loose HARF-20 (Classroom): 4: (D) Ceiling tiles missing, damaged or loose HARF-21 (Classroom): 4: (D) Ceiling tiles are stained HARF-23 (Classroom): 4: (D) Ceiling tiles are stained - 3 HARF-24 (Classroom): 4: (D) Ceiling tiles are stained HARF-27 (Classroom): 4: (D) Ceiling tiles are stained HARF-28 (Classroom): 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	HARC-11 (Classroom): 7: (D) lighting fixture or bulbs are not working or missing - need light bulbs and ballast
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	48	49	51	50	50
Mathematics (grades 3-8 and 11)	27	37	35	36	38	39

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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	275	99.64	0.36	47.64
Male	142	141	99.30	0.70	41.13
Female	134	134	100.00	0.00	54.48
Black or African American	28	28	100.00	0.00	28.57
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	179	99.44	0.56	45.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00	0.00	57.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	191	190	99.48	0.52	43.16
English Learners	83	82	98.80	1.20	36.59
Students with Disabilities	48	48	100.00	0.00	14.58
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	275	99.64	0.36	37.09
Male	142	142	100.00	0.00	39.44
Female	134	133	99.25	0.75	34.59
Black or African American	28	28	100.00	0.00	25.00
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	180	180	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	51	98.08	1.92	60.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	191	191	100.00	0.00	30.89
English Learners	83	83	100.00	0.00	25.30
Students with Disabilities	48	47	97.92	2.08	19.15
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.8	24.6	13.0

Note: 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.

C. Engagement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parental Involvement Contact Person Name: Lindsey Littler, Contact Person Phone Number - (951) 352-6712

Parents are invited to join the PTA, School Site Council, and the English Learner Advisory Committee. They are also encouraged to attend all parent conferences and parent workshops. These groups meet regularly to approve and monitor the school's goals and to provide suggestions and insight for school and/or program growth and development. Harrison Elementary School communicates information to parents on the school's webpage, monthly newsletters, through mailers and the school's marquee, as well as parent phone calls. The staff communicates specific and relevant information to parents at Back to School Night, Parent Teacher conferences, and Open House. Many parents volunteer in their child's classrooms, provide school wide instructional support, and participate in various other school wide activities such as Lunch with a Loved One, Book Fairs, Read Across America, Family Nights, etc. All parents are encouraged to take an active role in their child's education by maintaining ongoing communication with the school personnel.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.8	4.2	2.0	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		4		23	1	3		22	1	3	
1	23		2		24		3		22		3	
2	24		3		18	1	2		18	1	3	
3	20	2	1		25		3		29		2	
4	19	1	2		31		2		21	1	2	
5	31		3		31		2		18	1	2	
6	22	1	3		31		3		23	1	3	
Other**	3	1			9	2						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9101.49	2186.50	6914.98	101936.61
District	N/A	N/A	6650.57	$94,861.00
Percent Difference - School Site and District	N/A	N/A	3.9	8.4
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-43.9	21.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Harrison Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

$67,558   Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

$93,642.73 Title I: supplemental services and materials to assist at-promise students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$59,843	$48,612
Mid-Range Teacher Salary	$88,263	$74,676
Highest Teacher Salary	$115,432	$99,791
Average Principal Salary (Elementary)	$133,086	$125,830
Average Principal Salary (Middle)	$143,359	$131,167
Average Principal Salary (High)	$149,282	$144,822
Superintendent Salary	$303,086	$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	21	48

During the 2019-2020 school year, all staff members at Harrison Elementary school will participate in site and district staff development training. Many of the staff members and teachers will participate in site and district staff development that is appropriate for their grade level or curriculum. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some trainings are offered during the school day and others are offered after school. 100% of Harrison's teachers will be participating in these trainings.

Below is a list of professional development attended by our teachers and other staff:
1.   Weekly collaboration provides opportunities for grade level teams to develop instructional plans utilizing highly effective instructional strategies that support Harrison's students' progress to meeting and/or exceeding our goals for the 'School Plan'
2.   ELA Training in Wonders for all grades (3 days for TK-2, 1 day for Wonders 3-6)
3.   Danielson Training
4.   ELD instruction Project Moving Forward (K-2) Wonders (TK, 3-6)
5.   Analyzing district assessment data to inform instruction
6.   DIBELS K-2 Gateway Intervention (K-2)
7.   Utilizing Reading Plus in the classroom
8.   Effective Implementation of Amplify/MClass
9.   RUSD Site Leadership Team
10. Eureka Math Trainings
11. Strengths Finders (Staff)
12. Instructional Rounds
13. Amplify Science (6th grade)
14. Team of 7 attended the Equity Conference
15. Writing training for all grades
16. FOSS Science Training (K-5)

Our teachers participated in the following Professional Development in 2018-2019 school year

Below is a list of professional development attended by our teachers and other staff:
1.   Weekly collaboration provides opportunities for grade level teams to develop instructional plans utilizing highly effective instructional strategies that support Harrison's students' progress to meeting and/or exceeding our goals for the 'School Plan'
2.   Effective ELD instruction supported by Treasures and Wonders English Language Arts publications
3.   Danielson Training
4.   Analyzing district assessment data to inform instruction
5.   DIBELS K-2 Gateway Intervention (K-2)
6.   Utilizing Reading Plus in the classroom
8.   Effective Implementation of Amplify/MClass
11. Early Numeracy (TK-2)
12. Coding (TK-6)
13. Google Classroom
14. RUSD Site Leadership Team
15. Google Expedition in the classroom (TK-6)
16. Eureka Math Trainings
18. Strengths Finders (Staff)

Depending on the grade level, subject or school focus, teachers participated in 3 – 10 days of professional development during 2017-2018 school year.

For the 2017 – 2018 school year staff members had the opportunity to participate in district-wide staff development. Teachers chose specific curriculum related sessions for one day. On a second day, teachers worked with our district staff developers in mathematics. This staff development was held with each grade level as a means of walking teachers through the new protocols for mathematics instruction and assessment. Additional time was given for grade level teams to collaborate and develop GLAD units for Science and Social Studies. All staff members participate in staff development training one hour a month during staff meetings, this year there has been a focus on the Riverside Unified School District Instructional Guide as it supports our English Language Arts and Mathematics. All grade level teams have worked with our Mathematics Resource Specialist to collaboratively analyze and evaluate student performance on the MAC Assessment. English Language Arts District Resource Specialist has worked with all grade levels to analyze our district writing assessments. Teacher collaboratively scored students' writing using the SBAC Rubric (3-6) and RUSD Rubric (K-2) followed by an analysis of the results. This analysis was used to inform the teachers upcoming instruction. K-2 teachers participate in ongoing staff development for K-2 Intervention. The intervention is provided to ensure those students scoring in Quadrant 4, as measured by the DIBELS Assessment, have ongoing systemic intervention to support their progress. During the third trimester all staff will have a follow up training with the GLAD trainers. This follow up training will support and clarify teacher's implementation of the GLAD strategies.