

Harrison Elementary

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Harrison Elementary
Street	2901 Harrison Street
City, State, Zip	Riverside, CA 92503-5505
Phone Number	(951) 352-6712
Principal	Jamelia Oliver
E-mail Address	joliver@rusd.k12.ca.us
Web Site	www.rusdlink.org/Harrison
CDS Code	33-67215-6032601

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

The Harrison Educational Community is comprised of students, teachers, support staff and other community members who work collaboratively as a Learning Teams 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 1st-6th all students have Chromebooks, which are used to access Accelerated Reader, Lexia, Reading Plus, Symphony Math, DreamBox (math), and Bird Brian (science) 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 personal software seven days a week.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	74
Grade 1	71
Grade 2	71
Grade 3	75
Grade 4	73
Grade 5	80
Grade 6	88
Total Enrollment	532

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.2
Asian	3.9
Filipino	0.6
Hispanic or Latino	62.6
Native Hawaiian or Pacific Islander	0.2
White	22.7
Two or More Races	1.3
Socioeconomically Disadvantaged	70.9
English Learners	22.2
Students with Disabilities	10.5
Foster Youth	0.2

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

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	28	26	1855
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	96.0	4.0
All Schools in District	94.4	5.6
High-Poverty Schools in District	94.3	5.7
Low-Poverty Schools in District	94.7	5.3

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 12/01/2016

Materials Sufficiency Board Meeting Date: 04/11/2016

The table displays information collected on 12/01/2016 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013) Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016) Scholastic: Read 180/System 44 (adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
Visual and Performing Arts	Standards-based visual art at grades 3-6.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 1964

Last Modernized: 2004

Lot Size: 10 Acres

22 Permanent Classrooms

11 Portable Classrooms

Library

Multi-Purpose Room

Indoor and outdoor 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. Harrison Elementary School completed their school site inspection on 03/24/17.

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

of Work Orders = 252

Labor Hours = 908.28

Assessed Value of Work = \$39702.67

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/24/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 03/24/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 03/24/17				
Overall Rating	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, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	39	39	44	48	44	48
Mathematics	34	42	33	35	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	72	97.3	43.1
	4	73	73	100.0	28.8
	5	78	76	97.4	36.8
	6	90	88	97.8	47.7
Male	3	47	45	95.7	46.7
	4	33	33	100.0	15.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	42	41	97.6	34.1
	6	55	54	98.2	38.9
Female	3	27	27	100.0	37.0
	4	40	40	100.0	40.0
	5	36	35	97.2	40.0
	6	35	34	97.1	61.8
Hispanic or Latino	3	47	47	100.0	31.9
	4	49	49	100.0	32.6
	5	54	52	96.3	32.7
	6	48	47	97.9	38.3
White	3	19	17	89.5	64.7
	4	18	18	100.0	16.7
	5	13	13	100.0	53.9
	6	24	24	100.0	58.3
Socioeconomically Disadvantaged	3	53	51	96.2	31.4
	4	57	57	100.0	31.6
	5	57	55	96.5	30.9
	6	55	53	96.4	47.2
English Learners	3	15	15	100.0	13.3
	4	11	11	100.0	
	5	13	12	92.3	
Students with Disabilities	4	11	11	100.0	9.1
	5	12	12	100.0	
	6	11	10	90.9	20.0

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	74	72	97.3	55.6
	4	73	73	100.0	30.1
	5	78	77	98.7	37.7
	6	90	87	96.7	46.0
Male	3	47	45	95.7	62.2
	4	33	33	100.0	24.2
	5	42	42	100.0	40.5
	6	55	54	98.2	42.6
Female	3	27	27	100.0	44.4
	4	40	40	100.0	35.0
	5	36	35	97.2	34.3
	6	35	33	94.3	51.5
Hispanic or Latino	3	47	47	100.0	46.8
	4	49	49	100.0	36.7
	5	54	53	98.2	32.1
	6	48	47	97.9	40.4
White	3	19	17	89.5	70.6
	4	18	18	100.0	16.7
	5	13	13	100.0	53.9
	6	24	24	100.0	50.0
Socioeconomically Disadvantaged	3	53	51	96.2	47.1
	4	57	57	100.0	29.8
	5	57	56	98.3	37.5
	6	55	52	94.5	42.3
English Learners	3	15	15	100.0	40.0
	4	11	11	100.0	9.1
	5	13	13	100.0	7.7
Students with Disabilities	4	11	11	100.0	
	5	12	12	100.0	16.7
	6	11	10	90.9	20.0

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	50	39	60	58	54	60	56	54

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

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

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	79	76	96.2	39.5
Male	42	42	100.0	42.9
Female	37	34	91.9	35.3
Hispanic or Latino	55	52	94.6	32.7
White	13	13	100.0	69.2
Socioeconomically Disadvantaged	58	55	94.8	32.7
English Learners	14	12	85.7	16.7
Students with Disabilities	12	12	100.0	16.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.7	34.2	11.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Parental Involvement Contact Person Name: Lynne Moreno, Contact Person Phone Number - (951) 352-6712

Parents are invited to join the PTA, School Site Council, English Learner Advisory Committee, and 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 Book Fairs, Read Across America, Family Nights, etc. All parents are encouraged to take an active role in their child's education by facilitating homework and maintaining ongoing communication with the school personnel.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.9	2.6	0.9	4.5	4.4	4.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 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, and lockdown 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; 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 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	71.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		3		26		4		25	0	3	0
1	30		2		27		2		18	1	3	0
2	22	1	3		19	1	3		18	1	3	0
3	28		3		23		3		19	1	3	0
4	29		3		20	1	2		18	2	2	0
5	34			2	28		3		20	2	1	1
6	23	1	3		26	1	3		22	1	3	0
Other	6	1										

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

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.9	N/A
Resource Specialist	1	N/A
Other	1	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,734	\$1,473	\$5,260	\$85,940
District	N/A	N/A	\$5,235	\$81,908
Percent Difference: School Site and District	N/A	N/A	0.5	4.9
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-7.3	13.3

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

Types of Services Funded (Fiscal Year 2015-16)

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

\$50,809 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

\$96,794 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,907	\$45,092
Mid-Range Teacher Salary	\$76,557	\$71,627
Highest Teacher Salary	\$100,120	\$93,288
Average Principal Salary (Elementary)	\$119,891	\$115,631
Average Principal Salary (Middle)	\$127,709	\$120,915
Average Principal Salary (High)	\$139,500	\$132,029
Superintendent Salary	\$270,000	\$249,537
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

For the 2016 – 2017 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.

During the 2015-2016 school year, but prior to students arriving on campus, all staff participated in district-wide staff development the first two days of the school year. Teachers chose the specific curriculum-related sessions for one day. On the second day, teachers worked with district staff developers to address the implementation of the enVision Common Core materials. All staff members participated in staff development training one hour a month during staff meetings dedicated to staff development topics. Staff members participated in three days of grade level specific professional development focused on CCCSS in English Language Arts and Mathematics. All teachers participated in GLAD. This is a professional development instructional model with clear, practical strategies promoting effective interactions between students to students, and teacher to student, to develop metacognitive use of high level language and literacy. During the staff development, teachers are provided with the instructional strategies, together with the theory and research that support the model, and the curriculum model that brings these all together in the context of district and state framework guidelines.

During the 2014-2015 school year, all staff members at Harrison participated in staff development training one hour a month during staff meetings dedicated to staff development topics. Staff also participated in two days of additional staff development prior to their scheduled start of school. Staff members participated in three days of grade level specific professional development focused on CCCSS in English Language Arts and Mathematics each trimester. Some staff members participated in additional training sponsored by the district during the school day or after school: California Common Core State Standards in all curriculum areas; enVision Math training; Language Arts Treasures Training for Gr K-2; Examination of Best Instructional Practices; Engagement Techniques; Writing Objectives; ELD Instruction; Vertical Teaming through the implementation of Learning Teams; and utilizing digital technology both at the individual student and whole class levels. Staff also received training to effectively implement Lexia, Reading Plus, and Moby Max Math software programs. The use of these programs are to support students to close the gap in their personal educational performance and their specific grade level.

During the 2013-2014 school year, all staff members at Harrison participated in staff development training one hour a month during staff meetings dedicated to staff development topics. Some staff members participated in activities sponsored by the district during the school day or after school: enVision Math training; Language Arts Treasures Training for Gr K-2; Examination of Best Instructional Practices; Engagement techniques; Writing Objectives; ELD Instruction; Vertical Teaming through the implementation of Learning Teams; Use of Sound Spelling Cards; CST/SBAC Preparation activities; and programs in English Language Arts and Mathematics. The use of these programs are to support students to close the gap in their educational performance and grade level.

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