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Harrison Elementary
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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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 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, the county, and the state. 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 (Most Recent Year)

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
Grades Served	K-6
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 (Most Recent Year)

The Harrison Educational Community is comprised of students, teachers, support staff and other community members who work collaboratively as a Professional Learning Community to promote high 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 for all students while ensuring each learner experiences ongoing success.

At Grades 3-6 all students have Chromebooks, which are used to access Accelerated Reader, Lexia, Reading Plus, and Moby Max Math. Second grade students have access to Chromebooks on alternate days; the students access Accelerated Reader, Lexia, and Moby Max Math. 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 and Mathematics.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	88
Grade 1	72
Grade 2	75
Grade 3	72
Grade 4	77
Grade 5	85
Grade 6	78
Total Enrollment	547

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0.4
Asian	2.9
Filipino	0.7
Hispanic or Latino	64.2
Native Hawaiian or Pacific Islander	0.4
White	21.9
Two or More Races	1.5
Socioeconomically Disadvantaged	67.6
English Learners	20.1
Students with Disabilities	12.1
Foster Youth	0.4

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	27	28	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.8	4.2
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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 2015-16)

Year and month in which data were collected: 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Houghton Mifflin Reading: A Legacy of Literacy, 3-6 (Adopted in 2002) Scholastic - Read 180/System 44 (Adopted in 2010)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6	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%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Elementary Music Program and Standards-based Arts Lessons	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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 03/09/2016.

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 = 281
Labor Hours = 811.20
Assessed Value of Work = $35,967.56

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 03/09/2016				
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			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 03/09/2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	39	43	44
Mathematics	34	33	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	73	97.3	51	25	15	8
	4	81	79	97.5	32	23	32	14
	5	90	90	100.0	23	32	30	14
	6	83	79	95.2	30	28	30	11
Male	3		32	42.7	63	16	13	6
	4		42	51.9	36	21	24	19
	5		53	58.9	23	42	21	15
	6		38	45.8	37	24	34	5
Female	3		41	54.7	41	32	17	10
	4		37	45.7	27	24	41	8
	5		37	41.1	24	19	43	14
	6		41	49.4	24	32	27	17
Black or African American	3		6	8.0	--	--	--	--
	4		6	7.4	--	--	--	--
	5		6	6.7	--	--	--	--
	6		3	3.6	--	--	--	--
American Indian or Alaska Native	3		0	0.0	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	4		2	2.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	5		1	1.1	--	--	--	--
	6		1	1.2	--	--	--	--
Hispanic or Latino	3		48	64.0	54	27	10	8
	4		57	70.4	33	21	35	11
	5		50	55.6	22	46	20	12
	6		55	66.3	33	27	29	11
Native Hawaiian or Pacific Islander	6		1	1.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		19	25.3	42	16	26	11
	4		13	16.0	31	15	23	31
	5		24	26.7	21	21	38	21
	6		14	16.9	29	36	36	0
Two or More Races	4		1	1.2	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		59	78.7	56	19	15	10
	4		54	66.7	37	24	28	11
	5		52	57.8	33	37	23	8
	6		49	59.0	39	31	24	6
Students with Disabilities	3		10	13.3	--	--	--	--
	4		9	11.1	--	--	--	--
	5		12	13.3	58	33	8	0
	6		14	16.9	79	14	7	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	72	96.0	26	35	29	10
	4	81	79	97.5	19	43	28	10
	5	90	90	100.0	23	49	11	17
	6	83	79	95.2	39	28	19	14
Male	3		31	41.3	29	39	23	10
	4		42	51.9	17	40	29	14
	5		53	58.9	23	49	13	15
	6		38	45.8	37	29	21	13
Female	3		41	54.7	24	32	34	10
	4		37	45.7	22	46	27	5
	5		37	41.1	24	49	8	19

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		41	49.4	41	27	17	15
Black or African American	3		6	8.0	--	--	--	--
	4		6	7.4	--	--	--	--
	5		6	6.7	--	--	--	--
	6		3	3.6	--	--	--	--
American Indian or Alaska Native	3		0	0.0	--	--	--	--
	6		1	1.2	--	--	--	--
Asian	4		2	2.5	--	--	--	--
	5		6	6.7	--	--	--	--
	6		1	1.2	--	--	--	--
Filipino	5		1	1.1	--	--	--	--
	6		1	1.2	--	--	--	--
Hispanic or Latino	3		48	64.0	25	35	27	13
	4		57	70.4	23	44	26	7
	5		50	55.6	24	58	8	10
	6		55	66.3	36	33	18	13
Native Hawaiian or Pacific Islander	6		1	1.2	--	--	--	--
White	3		18	24.0	22	33	39	6
	4		13	16.0	15	23	38	23
	5		24	26.7	21	42	13	25
	6		14	16.9	43	14	36	7
Two or More Races	4		1	1.2	--	--	--	--
	5		2	2.2	--	--	--	--
	6		2	2.4	--	--	--	--
Socioeconomically Disadvantaged	3		59	78.7	29	32	29	10
	4		54	66.7	26	44	22	7
	5		52	57.8	27	56	10	8
	6		49	59.0	47	31	14	8
Students with Disabilities	3		9	12.0	--	--	--	--
	4		9	11.1	--	--	--	--
	5		12	13.3	50	42	0	8
	6		14	16.9	86	14	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	59	46	50	56	60	58	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	50
Male	48
Female	54
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	37
White	71
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	37
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.80	30.20	23.30

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

C. Engagement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Parental Involvement Contact Person Name: Lynne Moreno, Contact Person Phone Number – (951) 897-2505

Parents are invited to join the PTA, School Site Council, and English Learner Advisory Committees and to attend all parent conferences and parent workshops. 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.83	2.93	2.64	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	25		4		26		3		26		4	
1	31		2		30		2		27		2	
2	22	1	2		22	1	3		19	1	3	
3	30		2	1	28		3		23		3	
4	22	1	2		29		3		20	1	2	
5	32		1	2	34			2	28		3	
6	26	1	1	2	23	1	3		26	1	3	
Other					6	1						

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

Academic Counselors and Other Support Staff (School Year 2014-15)

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	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist	2	N/A
Other	0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5,980	1,271	4,709	82,625
District	N/A	N/A	$4,709	$79,035
Percent Difference: School Site and District	N/A	N/A	0.0	4.5
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-11.9	13.2

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

Types of Services Funded (Fiscal Year 2014-15)

Harrison Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:
$55,210 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
$104,382 Title I

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,695	$43,165
Mid-Range Teacher Salary	$73,295	$68,574
Highest Teacher Salary	$95,855	$89,146
Average Principal Salary (Elementary)	$119,572	$111,129
Average Principal Salary (Middle)	$126,482	$116,569
Average Principal Salary (High)	$137,354	$127,448
Superintendent Salary	$239,574	$234,382
Percent of Budget for Teacher Salaries	41%	38%
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)

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.

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.