Harrison Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview 	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/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).
California School Dashboard 	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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

2023-24 School Contact Information

School Name	Harrison Elementary
Street	2901 Harrison Street
City, State, Zip	Riverside, CA 92503-5505
Phone Number	(951) 352-6712
Principal	Jessica Roe
Email Address	jroe@riversideunified.org
School Website	Harrison.RiversideUnified.org
County-District-School (CDS) Code	33-67215-6032601

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Harrison is an AVID Elementary school. The Harrison Educational Community is comprised of students, teachers, support staff, and other community members who work collaboratively as a lifelong 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 Chromebooks. Students in grade 1st -6th have Chromebooks, which are used to access Accelerated Reader, Lexia, 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 have coding opportunities and 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

2023-24 School Description and Mission Statement

close. Students and staff are excited to access this equipment and provide this experience for students to enhance their learning opportunities.

Harrison students are incentivized and receive recognition for Accelerated Reading and Hundred Mile Club.

Harrison is also unique with its strong dedication to building a Positive School Culture for all students. Students TK-6 have the opportunity to earn Tiger points to spend at our schoolwide Tiger Store. Students are able to shop and spend their points for highly desired items. Students also have the opportunity to earn "gold" coins (that align with our Super Marion Theme) to purchase small snack items during their recess times on Monday, Wednesdays, and Fridays. Students progress with their behavior is monitored through an excel spreadsheet monitoring, giving, and spending Tiger Points. Teachers and students are able to monitor their progress.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	100
Grade 1	69
Grade 2	64
Grade 3	75
Grade 4	63
Grade 5	71
Grade 6	80
Total Enrollment	522

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7%
Male	53.3%
Asian	3.3%
Black or African American	6.1%
Filipino	2.5%
Hispanic or Latino	68.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.1%
White	16.7%
English Learners	18.8%
Foster Youth	0.4%
Homeless	2.7%
Socioeconomically Disadvantaged	74.3%
Students with Disabilities	13.6%

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)	19.40	95.11	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	1.00	4.89	151.80	8.83	18854.30	6.86
Total Teaching Positions	20.40	100.00	1720.00	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)	20.20	91.02	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.49	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	1.00	4.49	127.00	7.37	15831.90	5.67
Total Teaching Positions	22.20	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4.7
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	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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)

Year and month in which the data were collected	10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 1964
Last Modernized: 2020
Lot Size: 10 Acres
28 Permanent Classrooms
7 Portable Classrooms
Library
Multi-Purpose Room
Indoor cafeteria
Completely Air Conditioned

Riverside Unified School District maintains both short and long-term 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 15 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).

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

In 2020 Harrison opened a new 5 classroom Special Education Wing, eliminating 5 portable classrooms. In addition, the Main Office and 2 Kindergarten Classrooms received full renovations.

Year and month of the most recent FIT report	11/07/2023 - 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HARB-200AA (Utility): 2: (D) HVAC units are generating excessive noise or vibrations Note - Constant rattle and vibrations 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup (D) Daily trash has not been taken out Note -Area is cluttered in debris, boxes and books. Unable to walk through room.
Interior: Interior Surfaces	X			A56 - Mechanical: 4: (D) ceilings appear to have hazards from tears and holes 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week (D) Corners of the room have a recognizable amount of dirt or grime buildup 6: (D) insect skins are evident 7: (D) Light fixture not working (possible ballast) D05: 4: (D) Ceiling tiles have holes or stains Note

School Facility Conditions and Planned Improvements

-Ceiling tiles have water marks from roof leaks.
HARB-200 (Library):
4: (D) Ceiling tiles are missing
(D) Ceiling tiles have holes or stains

Note
-Multiple glue on ceiling tiles are missing.
-Multiple ceiling tiles have water damage and stains on them.
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Fewer than five percent of the bulbs have burned out

Note
- Area is cluttered with debris and trash.
- Multiple lamps are out.
7: (D) Light fixture not working (possible ballast)
(D) Light fixture lens covers are falling down
HARF-18 (Utility):
4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)

Note
-Water damage and bubbling paint on ceiling.
-Plaster is coming of the wall next to sink.
HARF-21 (Classroom):
4: (D) Ceiling tiles have holes or stains

Note
-Ceiling tiles have water stains
K02b:
4: (D) Walls appear to have hazards from tears and holes
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Corners of the room have a recognizable amount of dirt or grime buildup
6: (D) insect skins are evident
K03 (Classroom):
4: (D) Ceiling tiles are missing
P-29:
4: (D) Ceiling tiles have holes or stains

Note
-Ceiling tiles have water stains.
7: (D) Light fixture not working (possible ballast)

Note
-2 Light fixtures are out
P-30:
4: (D) Ceiling tiles are missing
(D) Walls appear to have tears and holes

Note
Ceiling tiles are missing or sagging and about to fall.

			14: (D) Significant cracks, trip hazards, holes or deterioration

Note
-Asphalt outside portable is uneven and bumpy, tripping hazard.
P-B2:
4: (D) Ceiling tiles have holes or stains

Note
-Ceiling tile has water stains from roof.
7: (D) Light fixture not working (possible ballast)

Note
-Light is out.
-Lens cover is falling. |
| **Cleanliness:**
Overall Cleanliness, Pest/Vermin Infestation | | X | A56 - Mechanical:
4: (D) ceilings appear to have hazards from tears and holes
5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week
(D) Corners of the room have a recognizable amount of dirt or grime buildup
6: (D) insect skins are evident
7: (D) Light fixture not working (possible ballast)
D14 - Electrical:
6: (D) Rodent droppings or insect skins are evident

Note
-insect skins and bugs.
D16 - Data:
6: (D) Rodent droppings or insect skins are evident

Note
-Insect skins and bugs
HARB-200 (Library):
4: (D) Ceiling tiles are missing
(D) Ceiling tiles have holes or stains

Note
-Multiple glue on ceiling tiles are missing.
-Multiple ceiling tiles have water damage and stains on them.
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Fewer than five percent of the bulbs have burned out

Note
- Area is cluttered with debris and trash.
- Multiple lamps are out.
7: (D) Light fixture not working (possible ballast)
(D) Light fixture lens covers are falling down
HARB-200A (Administration):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Floors and carpets appear to NOT have been swept or cleaned within the last week |

School Facility Conditions and Planned Improvements

(D) Daily trash has not been taken out

Note
- Area is covered in boxes and debris, un able to walk through room.
- Area has boxes thrown in area and no cleaning is present.
HARB-200AA (Utility):
2: (D) HVAC units are generating excessive noise or vibrations

Note
- Constant rattle and vibrations
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Daily trash has not been taken out

Note
-Area is cluttered in debris, boxes and books. Unable to walk through room.
HARB-200B (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Light fixtures are NOT working properly

Note
-Area is cluttered with boxes and debris.
-Area has a light not working
7: (D) Light fixture not working (possible ballast)

Note
-Light is out
HARB-201 (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Floors and carpets appear to NOT have been swept or cleaned within the last week
(D) Corners of the room have a recognizable amount of dirt or grime buildup

Note
-Room is filled up with debris and boxes, unable to walk through.
-Dirt and debris in room

6: (D) Rodent droppings or insect skins are evident

Note
-Multiple Insects are present
HARC-14C (Utility):
5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week
(D) Corners of the room have a recognizable amount of dirt or grime buildup

note
-room is cluttered with junk and debris.
-room is dirty.

6: (D) Rodent droppings or insect skins are evident

note
-insect skins and bugs.
15: (D) Door closer needs adjustment

note
-roll up door is stuck.
HARC-8C (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Corners of the room have a recognizable amount of dirt or grime buildup
6: (D) Rodent droppings or insect skins are evident

note
-insect skins and bugs.
HARC-8D (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Corners of the room have a recognizable amount of dirt or grime buildup
6: (D) Rodent droppings or insect skins are evident

note
-insect skins and bugs.
7: (D) Light fixture not working (possible ballast)

note
-no lights
HARF-13 (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Floors and carpets appear to NOT have been swept or cleaned within the last week
(D) Light fixtures are NOT working properly

Note
-Area is cluttered with debris and boxes
-Dirt and dust present on floor
-Light fixture does not come on all the time
7: (D) Lighting is flickering
(D) Light fixture not working (possible ballast)
HARF-17 (Restroom):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Corners of the room have a recognizable amount of dirt or grime buildup

Note
-Trash and debris thrown in room, dirt on the floor.
HARM-301 (Administration):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Floors and carpets appear to NOT have been swept or cleaned within the last week
(D) Corners of the room have a recognizable amount of dirt or grime buildup

Notes

			-Items and material just thrown in room. -Room is full of clutter and debris. 7: (D) Light fixture not working (possible ballast) Note -2 lights are out. 10: (D) Missing FA device on ceiling. K02b: 4: (D) Walls appear to have hazards from tears and holes 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup (D) Corners of the room have a recognizable amount of dirt or grime buildup 6: (D) insect skins are evident K02c: 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup (D) Corners of the room have a recognizable amount of dirt or grime buildup 6: (D) insect skins are evident 7: (D) Light fixture not working (possible ballast)
Electrical		X	A56 - Mechanical: 4: (D) ceilings appear to have hazards from tears and holes 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week (D) Corners of the room have a recognizable amount of dirt or grime buildup 6: (D) insect skins are evident 7: (D) Light fixture not working (possible ballast) HARB-200 (Library): 4: (D) Ceiling tiles are missing (D) Ceiling tiles have holes or stains Note -Multiple glue on ceiling tiles are missing. -Multiple ceiling tiles have water damage and stains on them. 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup (D) Fewer than five percent of the bulbs have burned out Note - Area is cluttered with debris and trash. - Multiple lamps are out. 7: (D) Light fixture not working (possible ballast) (D) Light fixture lens covers are falling down HARB-200B (Utility): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup (D) Area appears to be unclean with more than minimal dirt, dust, or buildup (D) Light fixtures are NOT working properly Note -Area is cluttered with boxes and debris.

-Area has a light not working
7: (D) Light fixture not working (possible ballast)

Note
-Light is out
HARC-12 (Classroom):
7: (D) Light fixture not working (possible ballast)

note
-light is out
14: (D) exterior drinking fountain needs adjustment
HARC-13 (Classroom):
7: (D) Light fixture not working (possible ballast)

note
- 2 lights are out.
9: (D) Water pressure is inadequate
HARC-6 (Classroom):
7: (D) Light fixture not working (possible ballast)

note
-2 lights are out.

9: (D) Water pressure is inadequate

note
-exterior drinking fountain is leaking.
HARC-8D (Utility):
5: (D) Area appears to be unclean with more than
minimal dirt, dust, or buildup
(D) Corners of the room have a recognizable amount
of dirt or grime buildup
6: (D) Rodent droppings or insect skins are evident

note
-insect skins and bugs.
7: (D) Light fixture not working (possible ballast)

note
-no lights
HARC-9 (Classroom):
7: (D) Light fixture not working (possible ballast)

note
-light is out.
HARF-13 (Utility):
5: (D) Area appears to be unclean with more than
minimal dirt, dust, or buildup
(D) Floors and carpets appear to NOT have been
swept or cleaned within the last week
(D) Light fixtures are NOT working properly

Note
-Area is cluttered with debris and boxes
-Dirt and dust present on floor
-Light fixture does not come on all the time
7: (D) Lighting is flickering
(D) Light fixture not working (possible ballast)
HARF-20 (Classroom):

7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Note
-Wire mold is falling off the wall under the marker board.
HARF-22 (Classroom):
7: (D) Light fixture not working (possible ballast)

Note
-Lights are out
15: (D) Bottom door seal is missing.

Note
-Teacher states bottom door seal is missing and critters come in the room
HARF-24 (Classroom):
7: (D) Light fixture not working (possible ballast)

Note
-light is out.
HARF-25 (Classroom):
7: (D) Light fixture is missing lens cover
HARF-26 (Classroom):
7: (D) Missing light lens cover
HARF-27 (Classroom):
7: (D) Light fixture not working (possible ballast)

Note
Light is out.
HARM-300 (Multi Purpose Room):
7: (D) Light fixture not working (possible ballast)

Note
-Multiple 2x4 and can lights out.
-Scissor lift will be required.
HARM-300D (Utility):
7: (D) Light fixture not working (possible ballast)

Note
-2 Lights are out.
HARM-301 (Administration):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Floors and carpets appear to NOT have been swept or cleaned within the last week
(D) Corners of the room have a recognizable amount of dirt or grime buildup

Notes
-Items and material just thrown in room.
-Room is full of clutter and debris.

7: (D) Light fixture not working (possible ballast)

Note
-2 lights are out.
10: (D) Missing FA device on ceiling.
K01a - Workroom:

7: (D) Light fixture not working (possible ballast)

note
-light is not working
K02c:
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
(D) Corners of the room have a recognizable amount of dirt or grime buildup
6: (D) insect skins are evident
7: (D) Light fixture not working (possible ballast)
P-29:
4: (D) Ceiling tiles have holes or stains

Note
-Ceiling tiles have water stains.
7: (D) Light fixture not working (possible ballast)

Note
-2 Light fixtures are out
P-B2:
4: (D) Ceiling tiles have holes or stains

Note
-Ceiling tile has water stains from roof.
7: (D) Light fixture not working (possible ballast)

Note
-Light is out.
-Lens cover is falling.

P-B4:
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Note
-Broken 3 gang switch cover plate.
P-B5:
7: (D) Light fixture not working (possible ballast)

Note
-Light is out.

Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		

HARC-11 (Classroom):
9: (D) Water pressure is inadequate

note
-adjust water pressure.
HARC-13 (Classroom):
7: (D) Light fixture not working (possible ballast)

note
- 2 lights are out.
9: (D) Water pressure is inadequate
HARC-6 (Classroom):
7: (D) Light fixture not working (possible ballast)

note

			-2 lights are out. 9: (D) Water pressure is inadequate note -exterior drinking fountain is leaking. HARC-7 (Classroom): 9: (D) Water pressure is inadequate HARGR-QUAD AREA (Quad Area): 9: (D) A Leak is evident (D) Water pressure is inadequate Note -C6 drinking fountain is leaking. -C12 adjust pressure of drinking fountain.
Safety: Fire Safety, Hazardous Materials	X		HARM-301 (Administration): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup (D) Floors and carpets appear to NOT have been swept or cleaned within the last week (D) Corners of the room have a recognizable amount of dirt or grime buildup Notes -Items and material just thrown in room. -Room is full of clutter and debris. 7: (D) Light fixture not working (possible ballast) Note -2 lights are out. 10: (D) Missing FA device on ceiling.
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		HARC-12 (Classroom): 7: (D) Light fixture not working (possible ballast) note -light is out 14: (D) exterior drinking fountain needs adjustment HARC-14C (Utility): 5: (D) Floors and carpets appear to NOT have been swept or cleaned within the last week (D) Corners of the room have a recognizable amount of dirt or grime buildup note -room is cluttered with junk and debris. -room is dirty. 6: (D) Rodent droppings or insect skins are evident note -insect skins and bugs. 15: (D) Door closer needs adjustment note

School Facility Conditions and Planned Improvements

-roll up door is stuck.
HARF-22 (Classroom):
7: (D) Light fixture not working (possible ballast)

Note
-Lights are out
15: (D) Bottom door seal is missing.

Note
-Teacher states bottom door seal is missing and critters come in the room
HARM-300C (Wheel Chair Lifts):
15: (D) MISLABELED ROOM

Note
-There is no wheel chair lift on site.

P-30:
4: (D) Ceiling tiles are missing
(D) Walls appear to have tears and holes

Note
Ceiling tiles are missing or sagging and about to fall.

14: (D) Significant cracks, trip hazards, holes or deterioration

Note
-Asphalt outside portable is uneven and bumpy, tripping hazard.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	37	46	44	47	46
Mathematics (grades 3-8 and 11)	31	33	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	307	301	98.05	1.95	37.21
Female	142	139	97.89	2.11	39.57
Male	165	162	98.18	1.82	35.19
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	41.67
Black or African American	20	20	100.00	0.00	30.00
Filipino	--	--	--	--	--
Hispanic or Latino	212	207	97.64	2.36	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	54	53	98.15	1.85	54.72
English Learners	59	59	100.00	0.00	10.17
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	234	231	98.72	1.28	32.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	57	95.00	5.00	8.77

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	307	301	98.05	1.95	32.56
Female	142	139	97.89	2.11	25.90
Male	165	162	98.18	1.82	38.27
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	58.33
Black or African American	20	20	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	212	207	97.64	2.36	30.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	54	53	98.15	1.85	39.62
English Learners	59	59	100.00	0.00	16.95
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	17	17	100.00	0.00	41.18
Socioeconomically Disadvantaged	234	231	98.72	1.28	26.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	57	95.00	5.00	14.04

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	20.55	28.38	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	75	74	98.67	1.33	28.38
Female	30	29	96.67	3.33	31.03
Male	45	45	100.00	0.00	26.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	19	100.00	0.00	42.11
English Learners	14	14	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.08	1.92	19.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.60%	98.60%	98.60%	98.60%	98.60%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parental Involvement Contact Person Name: Arwen Magno, Contact Person Phone Number - (951) 258-3875

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. All parents are encouraged to take an active role in their child's education by maintaining ongoing communication with the school personnel.

Parents are also provided with information on planned Family Nights that are in partnership with PTA.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	587	580	141	24.3
Female	271	268	62	23.1
Male	316	312	79	25.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	20	20	4	20.0
Black or African American	42	41	17	41.5
Filipino	13	13	3	23.1
Hispanic or Latino	404	398	86	21.6
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	7	7	4	57.1
White	92	92	23	25.0
English Learners	116	114	20	17.5
Foster Youth	4	4	1	25.0
Homeless	24	24	10	41.7
Socioeconomically Disadvantaged	437	434	115	26.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	110	106	34	32.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.60	1.25	1.36	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.36	0
Female	1.48	0
Male	1.27	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.49	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.17	0
English Learners	0.86	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.6	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	2.73	0

2023-24 School Safety Plan

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 has a campus supervisor and has an assigned School Resource Officer (SRO).

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	5	12		
1	9	6	1	
2	13	3	1	
3	7	8	2	
4	10	6		1
5	9	5	1	
6	12	4	1	1
Other	6	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	21	1	2	
2	17	1	2	
3	32		2	
4	29		2	
5	33		1	1
6	31		2	
Other	12	3	1	

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	20	2	3	0
1	23	0	3	0
2	21	0	3	0
3	24	0	3	0
4	30	0	2	0
5	34	0	0	1
6	34	0	0	1
Other	12	4	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	522

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,641.24	2,864.19	6,777.05	100,387.28
District	N/A	N/A	6,918.86	$98,845
Percent Difference - School Site and District	N/A	N/A	-2.1	3.6
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	5.2	16.2

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

In addition to LCFF funding, the school participates in a schoolwide Title I program that provides supplemental services and instructional materials to support students with learning the state's challenging academic standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$62,701	$55,550
Mid-Range Teacher Salary	$92,477	$80,703
Highest Teacher Salary	$120,945	$109,418
Average Principal Salary (Elementary)	$141,865	$137,703
Average Principal Salary (Middle)	$149,298	$143,760
Average Principal Salary (High)	$161,115	$159,021
Superintendent Salary	$332,800	$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

During the 2023-2024 school year, all staff at Harrison will participate in site and district staff development and training. Many of the staff members and teachers participated in site and district staff development that is appropriate for their grade level or curriculum. Teachers were able to select training from the district's online professional development system which included many instruction-related topics. Some trainings were offered during the school day and others were offered after school. 100% of Harrison's teachers will be participating in these trainings.

1. On site collaboration weekly
2. AVID Elementary
3. FOSS Science Training
4. Classroom Study Teams
5. MTSS
6. Fastbridge Training
7. Orenda
8. SAAVAS Training
9. Classroom Study Teams
10. Leadership team book study, Who moved my cheese?

During the 2022-2023 school year, all staff at Harrison will participate in site and district staff development and training. Many of the staff members and teachers participated in site and district staff development that is appropriate for their grade level or curriculum. Teachers were able to select training from the district's online professional development system which included many instruction-related topics. Some trainings were offered during the school day and others were offered after school. 100% of Harrison's teachers will be participating in these trainings.

1. On site collaboration weekly
2. AVID Elementary
3. FOSS Science Training
4. Classroom Study Teams
5. MTSS
6. Fastbridge Training
7. Orenda

During the 2021-2022 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 participated in site and district staff development that is appropriate for their grade level or curriculum. Teachers were able to select training from the district's online professional development system which included many instruction-related topics. Some trainings were offered during the school day and others were 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. On site 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. FOSS Science Training
3. Classroom Study Teams
4. Leadership Team Book Study Culturally Responsive Teaching and Brain
5. Analyzing district assessment data to inform instruction
6. DIBELS K-2 Gateway Intervention (K-2)
7. Fast bridge Training
8. AVID Digital
9. AVID Elementary School Site Training
10. Wonder Works

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

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