Patricia Beatty Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Patricia Beatty Elementary School
Street	4261 Latham Street
City, State, Zip	Riverside, CA 92501
Phone Number	(951) 276-2070
Principal	Jacqueline Hall
E-mail Address	jhall@rusd.k12.ca.us
Web Site	http://rusd.schoolwires.net/Domain/10
CDS Code	33672150114181

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 2017-18)

Patricia Beatty's mission is to provide an educational environment in which all students will reach their full potential and be fully prepared to compete globally.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	113
Grade 1	85
Grade 2	75
Grade 3	106
Grade 4	97
Grade 5	96
Grade 6	102
Total Enrollment	674

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	7.4
American Indian or Alaska Native	0.4
Asian	1.9
Filipino	1
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	0.3
White	6.4
Two or More Races	1.8
Socioeconomically Disadvantaged	84
English Learners	27.2
Students with Disabilities	9.1
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	34	32	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	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%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Lot Size: 10 acres
Year Constructed: 2007
32 Permanent Classrooms
0 Portable Classrooms
Library/Multi-Purpose Room
Cafeteria

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

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

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

Beatty has a full-time custodian who, along with other district personnel maintain the grounds and facilities.

# of Work Orders = 281
Labor Hours = 1007.1
Assessed Value of Work = $44,275.55

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/27/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Boys Restroom Next to 107: Missing signage, exaust fan not working, broken paper towel dispenser, sink not working, no soap in despenser D Wing Restroom: Toilet leaks, exhaust fan E105: Floor box is lifting up, drinking faucet shoots out of sink, door contacts popping out, air balance needed E106: Weather stripping window, air balance needed, ballast out, drinking faucet overshoots sink, possible roof leak, stained ceiling tile, paint next to door
Interior: Interior Surfaces	X			Custodial Room: Dirty floor, boxes and trash on floor D101: Carpet needs replacing D102: Carpet needs replacing D103: Countertop needs repairs D104: Sink needs to be adjusted E103: Weather stripping window
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Custodial Room: Dirty floor, boxes and trash on floor
Electrical: Electrical		X		C101: Junction box cover missing on flourescent fixture, refer to work order 17-278855 for linked documents C106: Junction box cover missing on flourescent fixture C111: Junction box cover missing on flourescent fixture C124: Ceiling tile stained, junction box cover missing on flouresent fixture D113: Sky light D114: Water pressure too high, sky light E107: Lights flicker, roof leak, ceiling tile E114: Floor recepticle cover will not stay closed, carpet seams Exterior E107: Receptacle cover needed Girls Restroom Next to 107: Broken sink, ballast out, no soap MPR: Electrical boxes missing covers, hole in wall, ceiling tiles stained

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 10/27/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom: Toilet is shut off, faucet is shut off D Wing Restroom: Toilet leaks, exhaust fan D114: Water pressure too high, sky light D115: Water pressure too high E104: Weather stripping window, door cover continues to fall, drinking faucet overshoots sink Girls Restroom Next to 107: Broken sink, ballast out, no soap Girls Restroom: Faucet is off
Safety: Fire Safety, Hazardous Materials	X			Exterior E102: Fire sprinkler beauty ring not flush, caulk around door
Structural: Structural Damage, Roofs	X			A109: Nurses office has wall damage, WO#17-278855 C112: Front door dragging on ground D101: Carpet needs replacing D106: Door needs adjusting, roof leaks E106: Weather stripping window, air balance needed, ballast out, drinking faucet overshoots sink, possible roof leak, stained ceiling tile, paint next to door E107: Lights flicker, roof leak, ceiling tile E115: E116: E117: E118: E119: E120: E121: MPR: Electrical boxes missing covers, hole in wall, ceiling tiles stained
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Boys Restroom Next to 107: Missing signage, exaust fan not working, broken paper towel dispenser, sink not working, no soap in despenser E101: Paint wall by window, weather stripping window E103: Weather stripping window E104: Weather stripping window, door cover continues to fall, drinking faucet overshoots sink E105: Floor box is lifting up, drinking faucet shoots out of sink, door contacts popping out, air balance needed E106: Weather stripping window, air balance needed, ballast out, drinking faucet overshoots sink, possible roof leak, stained ceiling tile, paint next to door

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/27/2017			
	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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	37	31	48	47	48	48
Mathematics (grades 3-8 and 11)	26	21	35	34	36	37

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	412	405	98.3	31.36
Male	204	201	98.53	28.36
Female	208	204	98.08	34.31
Black or African American	34	34	100	32.35
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	330	324	98.18	28.7
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96	54.17
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	360	353	98.06	27.76
English Learners	164	161	98.17	27.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	52	49	94.23	0
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	412	408	99.03	21.08
Male	204	201	98.53	23.38
Female	208	207	99.52	18.84
Black or African American	34	34	100	29.41
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	330	327	99.09	18.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	24	96	37.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	360	356	98.89	16.29
English Learners	164	164	100	20.12
Students with Disabilities	52	49	94.23	0
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	47	38	58	54	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13	19	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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to attend all parent meetings and workshops and to volunteer in their child's classroom. We provide parents with a volunteer training workshop to help them work collaboratively with teachers and provide meaningful support for our students. All parents are encouraged to take an active role in their child's education as they assist their children with class and homework assignments. Each year, our grade level teams present hands-on learning workshops for parents in both English and Spanish that are designed to address AVID, English Language Arts, Mathematics and science learning activities.

Additionally, the principal provides Principal's Tea sessions, which focus on helping parents navigate through the new common core state standards and how to provide supportive activities at home. Sessions are provided in English and Spanish upon request. Parent-Teacher Conferences are available throughout the school year to discuss the academic and social progress of our students. Additional workshops are held with parents of our English Language Learners and for our students at risk. Parents are invited to join the School Site Council, P.T.S.A. and our English Learner Advisory Committee (ELAC) committees. Beatty holds two Title I Parent meetings that provide educational information and hands-on learning activities for parents. Additionally, we are fortunate to be able to offer The Latino Family Literacy Program and Family Literacy and Math Nights on campus.

To ensure that we provide ongoing and current communication with the school, Beatty publishes a monthly Parent Newsletter. Additional forms of communication include using Class Dojo, School Messenger notifications and flyers that are hard copy or electronically sent to parents' email and smart phone addresses. We are fortunate to have and electronic marquee that posts weekly information and our Beatty district website is available.

If you are interested in receiving additional information regarding School Site Council, PTSA, ELAC, Title I or other parent involvement and workshop information, please feel free to contact Mrs. Jacqueline Hall, Principal or Brenda Serna, principal's secretary at (951) 276-2070.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.9	1.3	2.8	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2007-2008
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	2014-15 Number of Classes 21-32	2014-15 Number of Classes 33+	2015-16 Avg. Class Size	2015-16 Number of Classes 1-20	2015-16 Number of Classes 21-32	2015-16 Number of Classes 33+	2016-17 Avg. Class Size	2016-17 Number of Classes 1-20	2016-17 Number of Classes 21-32	2016-17 Number of Classes 33+
K	23	1	4		21	1	5		23	2	3	
1	27		3		22		3		21	2	2	
2	27		4		26		4		25		3	
3	25		4		24		4		26		4	
4	33			3	33		1	2	31		2	1
5	31		2	1	33			3	31		3	
6	27	1	3		22	1	3		26	1	2	1
Other	5	1			5	1			7	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 2016-17)

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)	0.9	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.23	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	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 2015-16)

Level	Expenditures Per Pupil Total	Expenditures Per Pupil Supplemental/ Restricted	Expenditures Per Pupil Basic/ Unrestricted	Average Teacher Salary
School Site	6941	1605	5336	79920
District	N/A	N/A	$5,857	$87,199
Percent Difference: School Site and District	N/A	N/A	-25.3	-14.1
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	-33.4	-5.4

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

Types of Services Funded (Fiscal Year 2016-17)

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

$90,238 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

$159,645 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,035	$47,808
Mid-Range Teacher Salary	$82,647	$73,555
Highest Teacher Salary	$100,547	$95,850
Average Principal Salary (Elementary)	$125,192	$120,448
Average Principal Salary (Middle)	$132,039	$125,592
Average Principal Salary (High)	$144,725	$138,175
Superintendent Salary	$282,285	$264,457
Percent of Budget for Teacher Salaries	40%	35%
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)

2015-16 Professional Development Plan:

Teachers attended summer professional development sessions and continue to enroll in after school training sessions provided by on site staff members and district instructional services staff. We began the implementation of the InnovateEd Building Capacity program with our site's Leadership Advisory Team members. Throughout the school year, teachers paired with another elementary school to increase their knowledge and use of effective instructional practices, including writing and DOK strategies. Teams conducted Common Core Learning Rounds as well, designed to provide student engagement data through classroom visitations. During these sessions, our teachers and staff members are supported by the principal, site level coaches, district personnel, and Riverside County Office of Education (RCOE) staff through the implementation and monitoring of effective instructional practices. Student data was analyzed by grade level teams during team meetings and by teams and individual teachers with the principal.

During the 2015-2016 school year teachers received two professional development days provided by the district to help support them in their implementation of the ELA, ELD, Math, and Digital Literacy and Digital Citizenship standards. For example, on August 19 all certificated and classified staff attended all day PD training's at either King or Ramona HS in which staff members had a voice in determining what workshops would be made available. During our summer training both certificated and classified teachers also received training on the substitute system, mandated reporting, and the new mandated reporting of P.E. minutes. Team leaders will meet with an InnovateEd consultant six times this school year to partake in instructional design and instructional rounds training. Teachers in grades TK-6 participated in Summer AVID training that focused on WICOR strategies that will help us prepare students to achieve college and career readiness. Additionally, teachers received summer training in the Full Option Science System (FOSS) that will be used to address Next Generation Science Standards (NGSS). Furthermore, teachers are working closely with our assigned district math and language arts professional development specialists to increase the learning outcomes of all Beatty students. For instance, TK-2 teachers participated in the summer TK-2 Institute training focused on the use of the Orton-Gillingham program as a way of providing reading support for our most intensive students. Additionally our ELD Coach trained our two Bilingual Aides on the use of these K-2 Institute strategies so they would be able to support EL students in grades TK-6. We had three teachers receiving BTSA support training from on- site BTSA support providers. Our ELD Coach works to support teachers through classroom demonstrations.

Patricia Beatty had numerous opportunities for the curriculum to be enhanced through the use of technology. Teachers were trained at the district level for the implementation of the Illuminate program, iReady language arts and mathematics programs, and continue to receive additional training on how to best utilize these programs. In order to increase the academic achievement of our Academic English Language Learner students, our 3rd through 6th grade ELD teachers attended an on site ELD analysis, support, and planning and session. Portions of the learning gained from the training was shared with staff member during staff meetings and used by all teachers during planning and instruction.

All teachers continued to acquire valuable information concerning the effective implementation of common core teaching standards through the use of effective instructional strategies throughout the school year. Special Education teachers and aides were provided with training in language arts, mathematics and behavior management through the District Special Education Staff and designated providers. District Special Education Staff and the principal provided assistance and guidance through individual meetings with teachers. If teachers desired to enhance their instructional skills, they are provided support through our coaches on campus, a variety of professional development sessions provided by RUSD, and through the Peer Assistance and Review program. Professional Development for clerical and custodial staff is held multiple times during the school year by various departments in RUSD. The principal monitors the implementation of new processes and procedures in order to gauge the processes effectiveness and plan for future professional development.

2016-17 Professional Development Plan:

Beatty's resource teachers participated in team and staff meetings to help teachers set goals, plan lessons, and analyze assessment data. The coaches provided demonstrations lessons in classes. Additionally, the district provides instructional assistance in the area of mathematics and science. RUSD Instructional Specialists are available to help develop lessons using technology. Using the Professional Learning Communities model, the entire school staff participated in a collaborative investigation of how to achieve substantive and sustained school improvement. With this organizational structure, an environment was created that fostered mutual cooperation, emotional support, and personal growth. Additionally, the principal, coaches, and staff worked with Riverside County Schools Consultant in the area of Language Arts. The principal is the primary instructional leader at the site. Instruction is monitored via the "Classroom Walk-Through Protocol." The protocol addresses teaching to two-part objectives, meaningful instruction, mandatory student engagement, and differentiated instruction. Observations are followed up with a note or an informal meeting with the teacher.

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

2017-2018 Professional Development Plan:

Teachers will be provided two or three Professional Learning days in which to implement RUSD's "Every Student, Every Day" Guide for Instructional Direction. We will focus on the Cycle of Inquiry as we analyze state, district and site-created assessment data. Professional Development days began in July with teachers meeting in grade levels to create long-range goals and plans. Two additional PD days are planned to engage in analyzing, planning, actions, and reflections for addressing our students' needs. Staff members will also participate in the Strength's Finder program with RUSD's support.

Beatty's goal is to become a STEAM school. Our goal as educators is to increase our understanding and implementation of the STEAM lessons and activities designed to enhance the program and equip our students with 21st century learning experiences. During the 17-18 school year, we will increase our understanding of best STEAM practices by collaborating with other STEAM schools. Additionally, we are committed to AVID and will continue to focus on lessons and activities that align with the AVID Elementary ideals. Writing, Inquiry, Collaboration, Organization, and Reading are focus areas designed to increase our students' achievement and development.

Our analysis of SBAC data leads us to focus on the Reading Claim for English Language Arts and on Concepts and Procedures in the area of Mathematics. Our staff and team meetings will strategically focus on continuous Clarity, Commitment, Accountability and Collaboration and engage in professional development activities to ensure the success of our students.