

Patricia Beatty Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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	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
Grades Served	P-6
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 (Most Recent Year)

Our mission is to provide an environment in which all students will reach their full potential by meeting or exceeding academic standards.

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

Grade Level	Number of Students
Kindergarten	96
Grade 1	110
Grade 2	103
Grade 3	103
Grade 4	109
Grade 5	91
Grade 6	100
Total Enrollment	712

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	8.1
American Indian or Alaska Native	0.7
Asian	1.1
Filipino	2
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.3
White	6
Two or More Races	1.7
Socioeconomically Disadvantaged	86.8
English Learners	30.2
Students with Disabilities	8.3
Foster Youth	0.6

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	32	31	36	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	96.4	3.6
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: 2007
 Lot Size: 10 acres
 32 Permanent Classrooms
 0 Portable Classrooms
 Cafeteria
 Library/Multi-Purpose Room

"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. Patricia Beatty Elementary completed their school site inspection on 03/26/2016.

Beatty has a full time custodian 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 = 276
 Labor Hours = 769.21
 Assessed Value of Work = \$33,697.57

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 03/23/2016				
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: 03/23/2016				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], 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	33	43	44
Mathematics	27	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	105	103	98.1	39	28	20	13
	4	106	105	99.1	40	31	19	10
	5	91	88	96.7	36	25	31	8
	6	105	105	100.0	21	45	28	7
Male	3		55	52.4	45	29	15	11
	4		51	48.1	43	24	24	10
	5		47	51.6	45	26	26	4
	6		46	43.8	26	48	20	7
Female	3		48	45.7	31	27	27	15
	4		54	50.9	37	39	15	9
	5		41	45.1	27	24	37	12
	6		59	56.2	17	42	34	7
Black or African American	3		10	9.5	--	--	--	--
	4		6	5.7	--	--	--	--
	5		3	3.3	--	--	--	--
	6		9	8.6	--	--	--	--
American Indian or Alaska Native	3		1	1.0	--	--	--	--
	5		2	2.2	--	--	--	--
Asian	3		2	1.9	--	--	--	--
	5		1	1.1	--	--	--	--
	6		2	1.9	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
	4		3	2.8	--	--	--	--
	5		3	3.3	--	--	--	--
	6		2	1.9	--	--	--	--
Hispanic or Latino	3		76	72.4	41	30	21	8
	4		81	76.4	44	32	16	7
	5		77	84.6	36	25	32	6
	6		81	77.1	22	46	27	5
Native Hawaiian or Pacific Islander	4		1	0.9	--	--	--	--
White	3		8	7.6	--	--	--	--
	4		9	8.5	--	--	--	--
	5		1	1.1	--	--	--	--
	6		7	6.7	--	--	--	--
Two or More Races	3		4	3.8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		1	0.9	--	--	--	--
	6		3	2.9	--	--	--	--
Socioeconomically Disadvantaged	3		91	86.7	42	27	22	9
	4		87	82.1	44	36	17	3
	5		83	91.2	36	27	31	6
	6		94	89.5	22	45	27	6
Students with Disabilities	3		8	7.6	--	--	--	--
	4		5	4.7	--	--	--	--
	5		15	16.5	93	0	7	0
	6		9	8.6	--	--	--	--
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	105	102	97.1	36	29	26	8
	4	106	105	99.1	27	49	21	4
	5	91	89	97.8	42	37	15	7
	6	105	105	100.0	40	32	19	9
Male	3		55	52.4	40	36	15	9
	4		51	48.1	29	37	29	4
	5		48	52.7	48	35	13	4
	6		46	43.8	41	33	13	13
Female	3		47	44.8	32	21	40	6
	4		54	50.9	24	59	13	4
	5		41	45.1	34	39	17	10
	6		59	56.2	39	32	24	5
Black or African American	3		10	9.5	--	--	--	--
	4		6	5.7	--	--	--	--
	5		3	3.3	--	--	--	--
	6		9	8.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	3		1	1.0	--	--	--	--
	5		2	2.2	--	--	--	--
Asian	3		2	1.9	--	--	--	--
	5		1	1.1	--	--	--	--
	6		2	1.9	--	--	--	--
Filipino	3		1	1.0	--	--	--	--
	4		3	2.8	--	--	--	--
	5		3	3.3	--	--	--	--
	6		2	1.9	--	--	--	--
Hispanic or Latino	3		75	71.4	36	32	27	5
	4		81	76.4	30	53	15	2
	5		78	85.7	41	40	14	5
	6		81	77.1	42	33	17	7
Native Hawaiian or Pacific Islander	4		1	0.9	--	--	--	--
White	3		8	7.6	--	--	--	--
	4		9	8.5	--	--	--	--
	5		1	1.1	--	--	--	--
	6		7	6.7	--	--	--	--
Two or More Races	3		4	3.8	--	--	--	--
	4		1	0.9	--	--	--	--
	6		3	2.9	--	--	--	--
Socioeconomically Disadvantaged	3		90	85.7	38	30	27	6
	4		87	82.1	30	54	16	0
	5		83	91.2	42	39	13	6
	6		94	89.5	43	30	19	9
Students with Disabilities	3		8	7.6	--	--	--	--
	4		5	4.7	--	--	--	--
	5		15	16.5	87	13	0	0
	6		9	8.6	--	--	--	--
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)	49	60	47	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	47
Male	45
Female	48
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	44
White	--
Socioeconomically Disadvantaged	--
English Learners	23
Students with Disabilities	46
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	19.60	25.00	33.70

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)

Parents are encouraged to attend all parent meetings and workshops. We encourage parents to volunteer in their child's classroom. We also 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. Grade level after school workshops for parents in both English and Spanish are also offered that address either the areas of ELA or Math.

Additionally, the principal provides Principal's Tea sessions, which focus on how to provide supportive activities at home. Sessions are provided in English and Spanish upon request. Conferences are available throughout the school year to discuss the academic progress of our students. Additional conferences are held with parents of long term English Language Learners and students at risk. Parents are invited to join the School Site Council, P.T.S.A. and our English Learner Advisory Committee (ELAC) committees. Additionally, we are fortunate to be able to offer The Latino Family Literacy Program, Books and Breakfast, Family Literacy and Math Nights on campus.

To ensure that we provide ongoing and current communication with the school, Beatty utilizes a Parent Newsletter, sent hard copy or electronically, Parent Link auto-dialer phone system, flyers and marquee information, and our Beatty district website.

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

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	1.67	2.68	1.93	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	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	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	26		4		20	1	4		23	1	4	
1	28		3		27		3		27		3	
2	31		3		29		4		27		4	
3	30		3		29		3		25		4	
4	31		4		30		3		33			3
5	31		3		33		1	2	31		2	1
6	28	1	1	2	26	1	2	1	27	1	3	
Other	17	1	1		6	1			5	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)	0.9	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5,875	1,570	4,305	75,823
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	-8.6	-4.1
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-19.5	3.9

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

Types of Services Funded (Fiscal Year 2014-15)

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

\$97,374 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

\$172,919 Title I: supplemental services and materials to assist students at risk of not meeting state academic standards

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)

2012-2013 Professional Development Plan:

Patricia Beatty Elementary is committed to ensuring the active participation of all staff members in Professional development, which encompasses our growth model. Mathematics remains a major focus for the 2012-13 school year. Teachers have attended on-site math training throughout the school year, provided by the Riverside Unified School District's math specialist. In order to refine specific skills and understanding of instruction, teachers worked collaboratively in grade level groups six times during the school year for half day instruction and planning.

Additionally, teachers attended after school training sessions provided by on site staff members and district instructional services staff. Teachers 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.

Patricia Beatty has 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 EnVision mathematics series in the 2008 - 2009 school year and continue to receive additional training on how to best utilize this curriculum. During the 2012-13 school year, teachers continued their professional development by attending Math Module afterschool workshops. In order to increase the academic achievement of our Academic English Language Learner students, our 3rd through 6th grade teachers attended a summer "Language Central for Math" training, designed to enhance the instruction of math vocabulary across the curriculum. During the 2012-2013 school year, our 5th grade teachers attended Kate Kinsella's workshop which focused on English Learner Engagement and Language Use. Portions of the learning gained from this workshop was shared with staff member during staff meetings and used by all teachers during planning and instruction.

All teachers continue to actively participate in Standards Planning 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 need or desire 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.

2013-2014 Professional Development Plan:

During 2013-2014 school year the Language Arts Literacy Coach and the English Language Development Coach 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.

2014-2015 Professional Development Plan:

During the 2014-2015 school year teachers received three professional development days provided by the district to help support them in their implementation of the ELA, ELD, and math standards. During these PD days teachers were taught strategies related to close reading, fluency, vocabulary, and writing. Teachers were also trained by Marie Coover at staff meetings on how to implement various AVID strategies such as those dealing with Organization and Collaboration. Furthermore, teachers worked 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. Our ELD Coach participated in team and staff meetings to help teachers set goals, plan lessons, and analyze assessment data. The coaches provided demonstrations lessons in classes.

2015-2016 Professional Development Plan:

During the 2015-2016 school year teachers will receive 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 have three teachers receiving BTSA support training from on- site BTSA support providers. Our ELD Coach is also working to support teachers through classroom demonstrations.