

**Patricia Beatty Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2018-19 School Year**  
**Published During 2019-20**

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

**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**

**School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Patricia Beatty Elementary School
Street	4261 Latham Street
City, State, Zip	Riverside, CA 92501
Phone Number	(951) 276-2070
Principal	Monica Ozuna
Email Address	mozuna@rusd.k12.ca.us
Website	<a href="http://rusd.schoolwires.net/Domain/10">http://rusd.schoolwires.net/Domain/10</a>
County-District-School (CDS) Code	33672150114181

Entity	Contact Information
<b>District Name</b>	Riverside Unified
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	David C. Hansen, Ed.D.
<b>Email Address</b>	dchansen@rusd.k12.ca.us
<b>Website</b>	www.rusd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

Patricia Beatty's purpose is to provide a safe and engaging environment in which all learners will reach their full potential by cultivating positive character traits and meeting or exceeding academic standards. We provide a rigorous curriculum in all subject areas based on the California Common Core State Standards to ensure student achievement. Patricia Beatty Elementary was established in 2007. We serve 587 Transitional Kindergarten through sixth grade students in 22 regular education classes and 3 Special Education Classrooms. Beatty's staff is comprised of 22 general educational teachers and 3 Special Education teachers. Additional support staff includes, a counselor, a psychologist, an intervention teacher, two speech pathologists, and school nurses who are shared with other school sites in the district. Other support staff includes, a school library media assistant, a bilingual instructional assistant, a school custodian, a kitchen supervisor, kitchen personnel, a campus supervisor and 5 playground supervisors. Beatty also uses Amercorps. tutors in collaboration with University of California in Riverside to assist at our school site.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	85
<b>Grade 1</b>	85
<b>Grade 2</b>	92
<b>Grade 3</b>	83
<b>Grade 4</b>	74
<b>Grade 5</b>	92
<b>Grade 6</b>	97
<b>Total Enrollment</b>	608

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	0.8
Hispanic or Latino	83.2
Native Hawaiian or Pacific Islander	0.2
White	5.3
Two or More Races	0.7
Socioeconomically Disadvantaged	89.5
English Learners	23.7
Students with Disabilities	12.5
Foster Youth	0.5
Homeless	7.4

## 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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	32	30	30	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

**Year and month in which data were collected:** September 2019

The table displays information collected in in September 2019 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Science</b>	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Health</b>	Healthy Me 3-6 Family Life (adopted 2009)	No	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 = 326  
Labor Hours = 948.79  
Assessed Value of Work = \$41862.67

## 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

**Year and month of the most recent FIT report:** 11/20/2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	MPR Boys Restroom: 2 sinks don't work, hole in tile in ADA stall
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	C102: 2 lights out, roof leak D Boys Restroom: 2 lights out D Girls Restrooom: Door missing off of ADA stall, 1 light out D102: 1 section of lights out D104: Multiple lights out

		E Wing Girls Restroom: 2 lights out, no feminine dispenser E107: Roof leak, 3 lights out E118: 4 lights out, roof leak E120: 2 lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Poor	D Girls Restroom: Door missing off of ADA stall, 1 light out E Wing Boys Restroom: Hand dryers don't work E Wing Girls Restroom: 2 lights out, no feminine dispenser MPR Boys Restroom: 2 sinks don't work, hole in tile in ADA stall MPR Girls Restroom: 1 sink doesn't work, no feminine dispenser
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	C Wing Unisex Restroom: 1 light out, roof leak C124 Workroom: roof leak D103: Roof leak E107: Roof leak, 3 lights out E113: Roof leak E116: Roof leak, 1 light out E118: 4 lights out, roof leak MPR: Roof leak in entry
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	C102: 2 lights out, roof leak E Wing Boys Restroom: Hand dryers don't work Kinder Playground: worn fall surface
<b>Overall Rating</b>	Fair	

## 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 ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	44	49	51	50	50
Mathematics (grades 3-8 and 11)	23	27	35	36	38	39

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	346	342	98.84	1.16	44.15
Male	164	161	98.17	1.83	34.78
Female	182	181	99.45	0.55	52.49
Black or African American	29	28	96.55	3.45	35.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	288	99.65	0.35	43.06
Native Hawaiian or Pacific Islander					
White	13	11	84.62	15.38	54.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	315	311	98.73	1.27	41.48
English Learners	121	121	100.00	0.00	34.71
Students with Disabilities	47	44	93.62	6.38	13.64
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	44.00

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	346	341	98.55	1.45	26.98
Male	164	161	98.17	1.83	23.60
Female	182	180	98.90	1.10	30.00
Black or African American	29	28	96.55	3.45	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	289	287	99.31	0.69	25.78
Native Hawaiian or Pacific Islander					
White	13	11	84.62	15.38	54.55
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	315	311	98.73	1.27	24.44
English Learners	121	121	100.00	0.00	27.27
Students with Disabilities	47	44	93.62	6.38	9.09
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	25	25	100.00	0.00	20.00

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

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## 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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.0	28.7	22.3

Note: 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.

## 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 school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 general parent meetings, which focus on helping parents navigate through the new adopted curriculum 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 Title I Parent meetings that provide educational information and hands-on learning activities for parents.

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 an 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 Ms. Monica Ozuna, Principal or Jesica Gonzalez 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.8	3.4	1.5	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23	2	3		25	1	3		18	3	2	
1	21	2	2		22		4		27		3	
2	25		3		21	1	3		25		3	
3	26		4		24		3		20	1	4	
4	31		2	1	26	1	2	1	31		2	
5	31		3		30		3		25	1	1	2
6	26	1	2	1	25	1	1	2	26	1	3	
Other**	7	1			9	2						

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5
Other	1.0

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8055.97	1625.50	6430.46	93793.12
District	N/A	N/A	6650.57	\$94,861.00
Percent Difference - School Site and District	N/A	N/A	-3.4	-12.3
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	27.2	0.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

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

\$102,698 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

\$168,383.78 Title I: supplemental services and materials to assist at-risk students at risk of not meeting state academic standards

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822
Superintendent Salary	\$303,086	\$275,796
Percent of Budget for Teacher Salaries	38%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	10	15	18

### Professional Development Plan:

Teachers attend professional development sessions during the school year, focusing on school goals and newly adopted curriculum in language arts and math. They continue to enroll in after school training sessions/collaboration with site staff members and district instructional services staff. We continue 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.

2017-2018 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 science training 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.

Patricia Beatty's students now have their own Chromebooks. 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.

#### Professional Development Plan:

2018-2019 Beatty's teachers participated in team and staff meetings to help teachers set goals, plan lessons, and analyze assessment data. Additional collaboration days were added for teachers to get familiar with the new ELA and Math adoptions.

Additionally, the district provides instructional assistance in the areas of language Arts and Mathematics. RUSD Instructional Specialists are available to help develop lessons using technology. Using the Cycle of Inquiry 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 through classroom walk-throughs and collaboration days. The new Danielson model will be utilized for teacher observations. Input and feedback by the principal and the teacher will be discussed at a pre and post conference.

#### 2019-2020 Professional Development Plan:

Teachers will be provided a total of 18 Professional Learning days to build coherence to RUSD's Guide for Instructional Direction, 2.0. We will continue to focus on the Cycle of Inquiry as we analyze state, district, curriculum. and site-created assessment data. Professional Development days began in August with teachers meeting in grade levels to create long-range goals and plans. PD days are planned to engage in analyzing, planning, actions, and reflections for addressing our students' needs. Staff members will continue to focus on our Strength Finder strengths.

Our goal as educators is to increase our understanding and implementation of AVID and PBIS lessons and activities designed to enhance the program and equip our students with 21st century learning experiences. During the 2019-20 school year, we will increase our understanding of best practices by collaborating with other AVID schools. 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.