

Beattie Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Beattie Middle School
Street	7800 Orange Street
City, State, Zip	Highland, CA 92346
Phone Number	Highland, CA 92346
Principal	Kimberly Lium
Email Address	kimberly_lium@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/beattie
County-District-School (CDS) Code	36-67843-0102558

2022-23 District Contact Information

District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
District Website Address	www.redlands.k12.ca.us

2022-23 School Overview

The staff of Beattie Middle School is committed to building a partnership with the community to provide students with an excellent academic program. Beattie Middle School offers opportunities for students to build their self-esteem, develop a high regard for others, develop social skills, learn to be responsible citizens, and develop skills and knowledge necessary to be contributing members of society. Beattie Middle School is located in the city of Highland. The school opened in the fall of 2004. There are six main buildings on the campus with the capacity to hold approximately 1,200 students in grades six through eight. Teachers work in teams and departments to provide a rigorous academic program. Students are supported through Special Education, AVID, AVID Excel, English Language Development support classes, small classes in English and Math. Exploratory classes are offered to enrich the academic experience and may include courses such as instrumental music, study skills, art, chorus, technology, drama, AVID, STEM, Graner Holt Animatronics Animaker Space and remedial programs in reading and math. Seventh and eighth grade students also have opportunities to be involved in leadership, journalism, yearbook, WEB, peer-tutoring, or advanced choir and band programs. Our excellent drama, choral and instrumental music programs offer students the opportunity to participate in the performing arts. A strong physical education department supports all of our programs and offers a variety of activities for our students. Beattie's stated goals include: Recognizing that each pupil is a unique person who needs to be encouraged and assisted to learn, grow, and develop in order to become a responsible and caring adult, providing students with a complete standards-based curriculum, including, but not limited to, the core curriculum, as well as, health, humanities, ethics, conflict resolution and career education, assuring standards-based curriculum is implemented for all students in English, mathematics, reading, writing, speaking, and listening in order to prepare them to be contributing members of society, assisting students in building self-esteem by providing opportunities for personal and social responsibilities, critical thinking and independent judgment, establishing alternative programs and instructional settings in order to provide for the different ways in which students learn, maintaining a process to represent and involve parents, students and community in the development, implementation, and evaluation of the School Based Coordinated Program Plan. Our focus areas support the Redlands Unified School District's vision of RUSD 2025: enhanced learning through innovation, excellence in academics, collaborative community and parent partnerships, equality through equity and learning in safe and secure environments.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	355
Grade 7	360
Grade 8	386
Total Enrollment	1,101

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.2
Asian	10.5
Black or African American	5.4
Filipino	2.5
Hispanic or Latino	54.1
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.5
White	21.9
English Learners	8.6
Foster Youth	0.0
Homeless	14.7
Migrant	0.0
Socioeconomically Disadvantaged	60.5
Students with Disabilities	11.8

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.70	90.75	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	2.82	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	29.80	3.08	12115.80	4.41
Unknown	3.10	6.41	65.10	6.72	18854.30	6.86
Total Teaching Positions	49.20	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.30	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	1.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.50	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The California State Board of Education reviews textbooks and selects several publishers for school districts to adopt that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District by teachers and administrators. They review the materials at each site and have an opportunity to use texts prior to selection. Textbooks are adopted and purchased by the Redlands Unified School District. Copies of student text books are available at the Instructional Resource Center at the district office for parent review. All Redlands USD programs feature a variety of instructional materials and technology to enhance the instructional program for our students. Each student has available a copy of all necessary textbooks and curriculum materials in the classroom.

Year and month in which the data were collected

December 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2015) Collections-Grade 7 Houghton Mifflin Harcourt (2015) Collections-Grade 8 Houghton Mifflin Harcourt (2015)	Yes	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2017) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2017) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2017) *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Science	California Inspire Science: Grade 6 McGraw Hill (2020) California Inspire Science: Grade 7 McGraw Hill (2020) California Inspire Science: Grade 8 McGraw Hill (2020) *The 6-8 materials in use are aligned to the state's previous science standards, not the New Next Generation Science Standards; however the district is currently evaluating options for new sciences materials for adoption prior to the 2022-23 school year.	No	0%
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018) United States History	No	0%

	Discovery Ed (2018)		
	*Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.		
Visual and Performing Arts	N/A		0%

School Facility Conditions and Planned Improvements

Our school is clean and well maintained. As a staff we are very consistent in implementing our rules of no gum on campus and no gum, food or drinks in our classrooms. This keeps the carpets in our rooms stain free and our campus as a whole, a clean learning environment. Beattie Middle School also has a very strong recycling program. All classrooms, offices and other student use areas have recycling containers. Student leadership groups help with the collection of recyclable materials. Beattie students understand how important it is to pick up their trash and be responsible young men and women.

Maintenance and Repairs: When maintenance and repairs are needed, the site custodians are notified and work or repair is made if possible. If site custodial staff is unable to complete a repair, District maintenance staff ensures that the repairs necessary to keep the school in good repair and good working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Our custodial staff adheres to a daily cleaning schedule for all classrooms, library, bathrooms, cafeteria and offices. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Deep cleaning is scheduled during the breaks (Winter Break, Spring Break and during the summer break) where all classrooms, office, multipurpose room and kitchen are deep cleaned in order for staff and students to return to a clean working environment. Our grounds are maintained by our custodial staff and a district provided crew who maintain our fields, trees, and landscaping on a rotating basis.

Year and month of the most recent FIT report	July 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	55	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	32	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1105	1094	99.00	1.00	54.99
Female	545	541	99.27	0.73	61.48
Male	558	551	98.75	1.25	48.46
American Indian or Alaska Native	--	--	--	--	--
Asian	120	119	99.17	0.83	76.47
Black or African American	57	56	98.25	1.75	50.00
Filipino	27	27	100.00	0.00	85.19
Hispanic or Latino	603	597	99.00	1.00	46.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	52.83
White	239	236	98.74	1.26	62.29
English Learners	94	91	96.81	3.19	9.89
Foster Youth	--	--	--	--	--
Homeless	151	151	100.00	0.00	45.70
Military	13	13	100.00	0.00	69.23
Socioeconomically Disadvantaged	713	704	98.74	1.26	47.02
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	143	139	97.20	2.80	9.35

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1105	1095	99.10	0.90	31.51
Female	545	540	99.08	0.92	32.22
Male	558	553	99.10	0.90	30.92
American Indian or Alaska Native	--	--	--	--	--
Asian	120	120	100.00	0.00	52.50
Black or African American	57	56	98.25	1.75	28.57
Filipino	27	27	100.00	0.00	37.04
Hispanic or Latino	603	597	99.00	1.00	23.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	53	100.00	0.00	30.19
White	239	236	98.74	1.26	41.10
English Learners	94	94	100.00	0.00	1.06
Foster Youth	--	--	--	--	--
Homeless	151	151	100.00	0.00	22.52
Military	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	713	706	99.02	0.98	23.94
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	143	137	95.80	4.20	5.84

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	36.15	NT	32.27	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	382	379	99.21	0.79	36.15
Female	175	173	98.86	1.14	34.1
Male	206	205	99.51	0.49	37.56
American Indian or Alaska Native	0	0	0	0	0
Asian	45	44	97.78	2.22	54.55
Black or African American	20	20	100	0	10
Filipino	11	11	100	0	63.64
Hispanic or Latino	207	206	99.52	0.48	29.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100	0	42.86
White	83	82	98.8	1.2	45.12
English Learners	28	27	96.43	3.57	0
Foster Youth	--	--	--	--	--
Homeless	54	54	100	0	31.48
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	248	98.8	1.2	27.42
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	39	37	94.87	5.13	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	99%	97%	99%	98%	98%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Our active PTSA is a tremendous support to our school through their fundraising and by providing programs for special events. Monthly meetings are currently conducted in-person and via zoom. They are involved in supporting our parent programs, Red Ribbon Week, supporting with our beginning of the year sale day and many other school activities. Their focus has been to help purchase books for our library through book fairs and other events as well as student awards, incentives and assemblies. We are fortunate to have many parents who support our school by volunteering and supporting our fundraising efforts. Our current PTSA President is Paloma Ramos . She can be contacted through the Beattie Middle School office.

Beattie Middle School has a very active and supportive School Site Council who meets monthly to review our budget and school site plan. Our School Site Council parents participate in our school activities and support the decision making process for staff and students. The School Site Council also has student representatives from each grade level who update the parents on current student activities (WEB, ASB and RSCL) and share student concerns and suggestions. Currently, meetings are held monthly with both in-person and via zoom.

Our ELAC meetings are hybrid this year with some meetings being held in person and others via zoom. Agendas are built to give parents information necessary to help their children be successful in school and to address any of their questions and concerns.

We are hopeful that we will be able to offer parent nights both at Beattie and in coordination with the District Office throughout the second half of the school year. Parents nights will be offered based on parental interest and include topics such as internet safety, dangers of the internet, apps, and social media as well as on topics to support student learning and social emotional well being.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1160	1147	167	14.6
Female	575	569	81	14.2
Male	583	576	85	14.8
American Indian or Alaska Native	4	3	1	33.3
Asian	123	121	7	5.8
Black or African American	63	60	8	13.3
Filipino	30	30	2	6.7
Hispanic or Latino	630	625	107	17.1
Native Hawaiian or Pacific Islander	5	4	0	0.0
Two or More Races	53	53	12	22.6
White	248	247	30	12.1
English Learners	105	102	22	21.6
Foster Youth	1	1	0	0.0
Homeless	170	166	34	20.5
Socioeconomically Disadvantaged	760	751	135	18.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	152	150	40	26.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.35	2.61	2.45
Expulsions	0.08	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.85	4.57	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.57	0.00
Female	4.00	0.00
Male	5.15	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.63	0.00
Black or African American	15.87	0.00
Filipino	3.33	0.00
Hispanic or Latino	4.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.77	0.00
White	2.82	0.00
English Learners	3.81	0.00
Foster Youth	0.00	0.00
Homeless	2.94	0.00
Socioeconomically Disadvantaged	6.18	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.55	0.00

2022-23 School Safety Plan

During the 2017-2018 school year Beattie formed a site Safety Committee. That committee is comprised of teachers, classified staff, committee members, students and administration. The Safety Committee meets bi-monthly to review safety procedures, provide feedback on procedures implemented and to make suggestions for future improvements. Beattie maintains a campus safety handbook which is updated annually. In the handbook are policies and procedures which are aligned with district policies for each staff member to follow. It also states the responsibilities for each safety team member. Beattie Middle School also maintains a Site Disaster Preparedness Plan. This plan is reviewed and updated annually by the safety committee and includes procedures and assignments in the event of an emergency.

Beattie participated in the most recent "Great Southern California Shake Out" held by the state of California in October 2022 to assess our preparedness in the event of a major earthquake both in person and with virtual information and video during distance learning using resources from shakeout.org/California. We hold several drills each year, including; but not limited to, fire drills, lock down drills, and earthquake/evacuation drills. We also hold drills in coordination with our elementary school partner, Highland Grove Elementary to ensure communication across campuses is efficient in an emergency.

School Safety

During the 2022-2023 school Beattie continues to enforce a "single point of entry" on campus. All visitors to the campus must enter through the front entrance and verify their identity through the Raptor System. All visitors must wear an identifying badge or name sticker that is plainly visible. To ensure student safety before school and after school, campus monitors, campus safety officers, teachers, counselors and the administration supervise the school grounds including the bus drop-off area, cafeteria, quad, and PE area. School maps have been updated to include location of roof access, pull stations, camera locations, and Know boxes. Signs appear in our back parking lot that public parking is not allowed during school hours. As an additional safety measure, 16 video cameras, are installed around the campus, providing views of all campus entrances/exits, as well as high-traffic areas within the school. Two-way radios, which allow immediate contact with the office in case of an emergency, are also spread throughout the campus, with at least one radio in each classroom wing. In addition, campus monitors, campus safety offices and administration conduct daily safety walks visiting every room on our campus.

Campus cleanliness remains a priority for our safety committee with custodial routes for cleaning and sanitization being reviewed and monitored closely for effectiveness and a routine for sanitizing frequently touched surfaces as well as restrooms has been implemented.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	9	11	13
Mathematics	24	11	22	2
Science	27	4	24	3
Social Science	28	4	13	12

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	11	11	12
Mathematics	24	10	20	3
Science	27	5	19	5
Social Science	26	5	23	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	13	18	6
Mathematics	22	12	20	2
Science	25	6	22	2
Social Science	27	4	23	1

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	220.2

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7125.81	\$1105.35	\$6020.46	\$84,004.68
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-18.0	-5.6
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	-9.1	-5.1

2021-22 Types of Services Funded

To meet the needs of all students, Beattie Middle School supports a focused learning environment for all students through close monitoring our School Site Plan through metrics aligned to school programs. Staff, students, parents and community members are able to provide feedback for all program implemented through our School Site Council and ELAC meetings. The school institutes an Intervention Support Team (IST) to provide quality programs and services for our students and to reduce the number of services being duplicated. The Intervention Support Team monitors and ensures that all students, including students identified as Gifted and Talented, at-promise, low performing, Special Needs, and English Language Learners will have immediate, equal access to the core curriculum, materials and resources. Student outcome data is analyzed and used to direct programs based on students' needs. Extended day learning, tutoring, and homework assistance are available for all students.

Other Programs:

Individual students with exceptional needs are provided Special Education Services in the least restrictive environment, as determined by their Individualized Education Plan (IEP). This may include specialized instruction and services inside or outside of the general education classroom. The district adheres to the Education Code caseload requirements for the Specialized Academic Instruction (SAI) teacher of 28 students (per 1.0 FTE) for the implementation of the Individualized Education Plan and Redlands Unified School District contract guidelines of 18 students for the Special Day Classes. For purposes of instruction, SAI and Special Day Class teachers may share students that are on their caseloads for instruction. This provides the students with equity and access to the core curriculum, as assigned by staff who have expertise and experience in their assignments. SAI and Special Day Class teachers may teach district supplemental core classes to students with Individualized Education Plans. SAI and Special Day Class teachers may also instruct students from the Special Education teachers'

2021-22 Types of Services Funded

caseloads, as well as regular education students who may have a 504 Plan.

Beattie Middle School supports English Language Learners through various programs. Based on identified needs and the direction of the District LCAP Committee, additional support is provided in the form of smaller classes for English and math. Smaller classes allow for students to receive more individualized learning. The LCAP English classes focus on the needs of our ELL population. The LCAP math classes focus on remediation for those students who scored in the Nearly Met and Not Met range on the SBAC as well as receiving low grades in previous math classes. Teachers are trained to support these students through conferences and district training. ELL students are encouraged to participate in the district's multi-cultural fair. Their parents are informed about school and district activities through newsletters and ELAC meetings.

In grades 7 and 8, high achieving students are given the opportunity to excel in Honors English and math classes. All students are given the opportunity to take exams for placement in honors classes. Students participating in these classes are challenged academically and expected to achieve at a higher level than the average student. Continuation in Honors classes is contingent upon performance and multiple measures of achievement rather than GATE identification received in earlier grades.

AVID (Advancement Via Individual Determination) is a program designed to prepare students in the academic middle who have the potential and desire to be prepared for high school and on the path to college or a university. Currently Beattie has two sections of AVID at the 6th grade level and one section of AVID at both the 7th and 8th grade levels.

PBIS (Positive Behavior Intervention and Supports) is a school-wide framework for establishing the social culture and behavioral supports needed for a school to be a learning environment for all students. The three expectations of The Bobcat Way: Be Respectful, Be Responsible and Be Safe are posted and taught in each classroom as well as around campus. Beattie Middle School is a community committed to creating a positive school environment that educates the mind and heart as stated in the Behavioral Statement of Purpose.

STEM (Science Technology Engineering & Math): We are pleased to be able to offer 6th through 8th grade students the opportunity to participate in a strong STEM program. In the STEM classes students are exposed to robotics as well as STEM based career exploration through the opening of our new Garner Holt Animatronics Lab.

WEB (Where Everybody Belongs) is an opportunity for students to be leaders on our campus. It asks students who are going to be 7th or 8th graders next year to help incoming 6th graders feel welcome through various activities at the beginning of the year and throughout the school year. WEB leaders are students who will maintain a 2.0 or "C" grade point average or higher and be outgoing enough to interact with 6th graders in small groups and at lunch.

Paxton Learning: Paxton Learning Labs is a 7th and 8th grade exploratory option. Students who participate in this exploratory course experience 18 college to career pathway modules. Currently 10 of the module options align with CTE pathways to our feeder high school, Citrus Valley High School.

Extended Learning Opportunity: Beattie has launched extended learning opportunities for students who are struggling with grades and/or grade level content in grades 6th - 8th. These opportunities occur both before and after school and are supported by Beattie teachers offering students support in homework and missing assignments as well as one-on-one instruction on skills students may be struggling with.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$54,370
Mid-Range Teacher Salary	\$82,615	\$82,681
Highest Teacher Salary	\$109,075	\$106,610
Average Principal Salary (Elementary)	\$133,996	\$135,283
Average Principal Salary (Middle)	\$143,214	\$141,244
Average Principal Salary (High)	\$155,485	\$152,955
Superintendent Salary	\$260,000	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

2017-2018: Professional development is encouraged and supported for all staff members. Redlands Unified School District has a wide variety of staff development offerings using district resources. Staff also has the opportunity to attend staff development activities offered by outside experts to enhance their teaching skills, which ultimately improves student learning. An online professional development catalog is provided to Beattie staff listing the current offerings for training. Staff may participate in the training of their choice and a substitute is provided paid out of school business funds. The staff currently has eight minimum days and two professional days dedicated to working as a professional learning community to share best practices and participate in in-service training. Beattie has a math TOA' which provide collaborative lesson planning, modeling of best practices, and co-teaching to the math teachers. In addition, a writing TOA provides collaborative lesson planning, co-teaching, and modeling of best practices to the English teachers. The math and English teachers are provided release days for planning with the TOA's as well as individual time during their conference period. Teachers are supported by in-class coaching and co-teaching after planning. Teachers have attended 37 training's/workshops offered through the district which include Google classroom cohort, Introduction to Google classroom, Introduction to Google slides, Introduction to Google docs, Introduction to Google forms, Esri for teachers, Google Classroom Cohort meetings, Middle School Writing Academy, NGSS Training, Cultural Proficiency and Inclusiveness, Classroom strategies to support instruction, Introduction to Google sheets, Middle School math training, 6th and 7th grade science collaboration, Introduction to Google Sites, Introduction to Google Keep and Google hangouts, and Introduction of Google drawings. In addition, minimum days have been utilized to train staff on AVID strategies, and professional development for PBIS

2018-2019: Current administration was not at the school site during this year. Staff participated in Active Shooter training

2019-2020: Professional development is a priority of the new administration and staff. A school wide academic focus goal was identified using three years of SBAC data, student grades, and data from academic support services (small class size in ELA and math, after school tutoring program BASH, teacher feedback). School goals were revised to align with district goals to support student academic achievement, therefore, guiding professional development training. For the 2019-2020 school year, three (3) full days, nine (9) minimum days, and twelve (12) one hour staff meetings have been committed to professional development training and teacher collaboration. Professional Development has included: Digital Citizenship, Go Guardian, Stop the Bleed, AVID Focused Note Taking (3 sessions), PBIS, Progress Adviser goal indicators, subject matter/grade level data review/collaboration and planning, and AVID instructional strategies with a school wide AVID focus.

In addition, our PBIS team has attended two off site trainings for Tier III, our AVID site team has attended a two full day off site training, a team of seven (7) teachers and 1 administrator attended a three day off site training at the Summer Institute, one (1) math teacher attended a two day math conference off site, and two (2) teachers attended a seminar: Managing Differing Behaviors, special education teachers (5) attended the NewsLA Training, one (1) teacher represented Beattie at the Student Space Flight Experience Program training, three (3) science teachers attended three days of Science NGSS training with San Bernardino County of Schools, ten (10) teachers attended the CABE ELD two day training, our choral director attended the

Professional Development

Southern CA Vocal Association conference, all 6th-8th grade teachers participated in a Social Studies/History training for the newly adopted curriculum, five (5) of our teachers participated in an AVID school site visit to Fontana H.S., our journalism/yearbook teacher and ten (10) students attended a yearbook training through Walsworth yearbook company, counselor attended Girls: Risk Behaviors Delinquency and Intervention Strategies conference, our theatre teacher attended the CA Educator Theatre Association Conference, Assistant Principal attended Threat Assessment Active Shooter Training, Principal attended the AVID EXCEL administrator training, and security will attend Active Shooter Response Training. All staff who have attended training(s) have shared what they have learned with their respective teams and/or staff.

2020-2021: Due to Distance Learning we do not have any full day or minimum days scheduled for Professional Development. Meeting times are utilized for grade level/subject matter collaboration and monthly staff meetings. Our focus at staff meeting has been on Character Strong curriculum and focusing on positive social emotional health and supports.

2021-2022 - Our focus for this school year has been transitioning back to in-person learning and supporting staff in implementing past trainings on AVID focused note taking and EL strategies as well as continuing to implement Social Emotional Learning opportunities for all students through our Wellness Wednesday initiative. Our staff is also focused on reintroducing our PBIS, PRAISE language and reinforcing positive behaviors with students on campus. Our English Language Arts teachers have had refresher trainings in Lexia - Power-Up, and Quill. Our math teachers have been formally trained in using Freckle math and Delta math online learning programs to support students in standards based instruction and our entire staff has received trainings on AVID focused note taking strategies (partial day), English Learner best practices (partial day), Universal Design for Learning (full day) as well as monthly data team meetings in which teachers analyze assessment data and collaboratively prepare lessons for future learning (partial day). In addition, our theater teacher attended the CA Educator Theater Association Conference, our WEB leader attended the WEB Basic Training Conference through the Boomerang Project, Assistant Principal attended the Threat Assessment Active Shooter Training and Principal attended Equity and Diversity workshops.

2022-2023 - Our school wide goals for this school year include a focus on standards alignment while fostering reading, writing and intentional student collaboration across all classrooms, continued SEL student supports through school-wide assemblies, focused relationship building, welcoming rituals, optimistic closures and counseling support through small group lessons and community circles, continued implementation of common school language across campus along with restorative practices and equity. To support our school wide goals our staff participates in monthly collaboration meetings as well as monthly data and instructional planning meetings. Through our collaboration meetings, staff focuses on implementing AVID collaboration strategies and sharing best practices for student collaboration, reviewing past practices such as using AVID strategies of essential questions and focused note taking, and implementation of ideas for supporting our SEL goals. Through our data and instructional planning meetings, staff works to analyze data from STAR and benchmark assessments in order to support our students based on their instructional needs. Our staff has also participated in several San Bernardino County SEL workshops as well as a full day equity training with Dr. Tyrone Howard. In addition to our school-wide goals and initiatives, Beattie has an active equity team that participates in monthly equity meetings and trainings with Dr. Derek Greenfield and our safety team participated in a Critical Incident and Response training.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	12	20