<div style="border:1px solid navy">

Beattie Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

</div>

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

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

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

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Beattie Middle School
Street	7800 Orange Street
City, State, Zip	Highland, CA 92346
Phone Number	909.307.2400
Principal	Angela Neuhaus
E-mail Address	angela_neuhaus@redlands.k12.ca.us
Web Site	http://www.beattie.redlandsusd.net
CDS Code	36-67843-0102558

District Contact Information	
District Name	Redlands Unified School District
Phone Number	909-307-5300
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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 GATE, special education, and English Language programs. Exploratory classes are offered to enrich the academic experience and may include courses such as instrumental music, study skills, art, chorus, technology, drama, and remedial programs in reading and math. Seventh and eighth grade students also have opportunities to be involved in leadership, journalism, yearbook. 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 pass the California High School Exit Exam and 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 is on literacy, maintaining a safe school environment, and developing programs for our at risk and ELL students. We will also continue to improve our use of technology in our classrooms, develop grade level standards and assessments, and maintain our facilities.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	352
Grade 7	399
Grade 8	413
Total Enrollment	1,164

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.3
Asian	10.5
Filipino	2.7
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0.2
White	29.6
Two or More Races	4.4
Socioeconomically Disadvantaged	54.6
English Learners	9.1
Students with Disabilities	15.6
Foster Youth	0.3

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
	2014-15	**2015-16**	**2016-17**	**2016-17**
With Full Credential	49.5	50	45	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.5	2.6
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

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 2016-17)

Year and month in which data were collected: January 2017

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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2014) Collections-Grade 7 Houghton Mifflin Harcourt (2014) Collections-Grade 8 Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Carnegie Learning Math Series: Volume 1 [Sixth] Carnegie Learning (2011) Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2011) Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2011)	Yes	0%
Science	Science: Focus on Earth Science McDougal Littell (2007) Science: Focus on Life Science McDougal Littell (2007) Science: Focus on Physical Science McDougal Littell (2007)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Ancient Civilizations McDougal Littell (2006) Medieval and Early Modern Times McDougal Littell (2006) Creating America: Beginnings through WWI McDougal Littell (2006)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is exceptionally 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 that has been recognized by the State Assembly. 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, cafeteria and offices. Deep cleaning is scheduled during the Thanksgiving break, 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 on a rotating basis.

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2016				
	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 of the most recent FIT report: December 2016				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	45	48	53	59	44	48
Mathematics	35	35	40	44	34	36

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	**Tested**	**Tested**	**Standard Met or Exceeded**
All Students	6	347	343	98.8	38.5
	7	393	390	99.2	58.4
	8	417	410	98.3	45.7
Male	6	177	173	97.7	34.7
	7	194	192	99.0	48.2
	8	210	205	97.6	35.1
Female	6	170	170	100.0	42.4
	7	199	198	99.5	68.2
	8	207	205	99.0	56.4
Black or African American	6	30	29	96.7	27.6
	7	22	21	95.5	42.9
	8	24	24	100.0	45.8
Asian	6	34	34	100.0	61.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	48	48	100.0	66.7
	8	42	42	100.0	66.7
Filipino	7	13	13	100.0	69.2
	8	12	12	100.0	66.7
Hispanic or Latino	6	167	166	99.4	30.1
	7	170	168	98.8	50.0
	8	186	182	97.8	39.2
White	6	99	97	98.0	47.4
	7	110	110	100.0	64.2
	8	130	128	98.5	49.2
Two or More Races	7	25	25	100.0	84.0
	8	16	15	93.8	20.0
Socioeconomically Disadvantaged	6	190	188	99.0	28.2
	7	225	222	98.7	49.8
	8	225	221	98.2	38.6
English Learners	6	32	32	100.0	6.3
	7	33	33	100.0	9.1
	8	33	32	97.0	6.3
Students with Disabilities	6	52	51	98.1	7.8
	7	63	63	100.0	6.3
	8	66	64	97.0	15.6

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	347	343	98.8	32.6
	7	392	389	99.2	39.7
	8	392	389	99.2	39.7
Male	6	177	173	97.7	33.5
	7	193	191	99.0	42.1
	8	193	191	99.0	42.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	6	170	170	100.0	31.8
	7	199	198	99.5	37.4
	8	199	198	99.5	37.4
Black or African American	6	30	29	96.7	13.8
	7	22	21	95.5	23.8
	8	22	21	95.5	23.8
Asian	6	34	34	100.0	61.8
	7	48	48	100.0	58.3
	8	48	48	100.0	58.3
Filipino	7	13	13	100.0	61.5
	8	13	13	100.0	61.5
Hispanic or Latino	6	167	166	99.4	25.9
	7	169	167	98.8	28.1
	8	169	167	98.8	28.1
White	6	99	97	98.0	39.2
	7	110	110	100.0	52.3
	8	110	110	100.0	52.3
Two or More Races	7	25	25	100.0	32.0
	8	25	25	100.0	32.0
Socioeconomically Disadvantaged	6	190	188	99.0	23.4
	7	224	221	98.7	30.0
	8	224	221	98.7	30.0
English Learners	6	32	32	100.0	
	7	32	32	100.0	9.4
	8	32	32	100.0	9.4
Students with Disabilities	6	52	51	98.1	5.9
	7	63	63	100.0	6.3
	8	63	63	100.0	6.3

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	78	82	85	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	417	409	98.1	84.8
Male	210	203	96.7	84.2
Female	207	206	99.5	85.4
Black or African American	24	24	100.0	66.7
Asian	42	42	100.0	95.2
Filipino	12	12	100.0	83.3
Hispanic or Latino	186	181	97.3	79.6
White	130	128	98.5	92.2
Two or More Races	16	15	93.8	86.7
Socioeconomically Disadvantaged	225	219	97.3	80.4
English Learners	33	30	90.9	76.7
Students with Disabilities	66	63	95.5	68.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	20.2	27.7	30.9

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 (School Year 2016-17)

Our active PTSA is a tremendous support to our school through their fundraising and by providing programs for special events. 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. We are fortunate to have many parents who support our school by volunteering and supporting our fundraising efforts. Our current PTSA President is Celiza Hernandez. 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 and share student concerns and suggestions. Our ELAC meetings are held monthly at alternate sites (Victoria Elementary one month and Beattie the next month) in order to give optimum access to our bilingual parents. Agendas are bulit to give parents information necessary to help their children be successful in school and to address any of their questions and concerns.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	10.2	8.9	8.6	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.1	0.0	0.3	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Beattie security staff maintains a campus security 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 security team member. Beattie Middle School also maintains a Site Disaster Preparedness Plan. This plan is updated annually 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 2016 to assess our preparedness in the event of a major earthquake. The staff was given a scenario to perform and the various teams worked together to fulfill their assigned duties. A full debriefing was held by each team to address any concerns and obstacles to performing their tasks. We hold several drills each year, including; but not limited to, fire drills, lock down drills, and earthquake/evacuation drills.

School Safety

To ensure student safety before school and after school, campus monitors, campus security, teachers, counselors and the administration supervise the school grounds including the bus drop-off area, cafeteria, quad, and PE area. During the school day, all entrance areas to the school are locked with the exception of the main entrances, which are near the administration office. Signs are posted to indicate all visitors must report to the administration office and may not be on school grounds unless they have a visitors pass. Signs appear in our back parking lot that public parking is not allowed during school hours. As an additional security 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 the spring of 2015, through the support of our local Scout Troop, letters identifying each of our permanent buildings were painted on the roof to help aircraft more readily identify different campus buildings from the air, in case of emergency, to help expedite and direct help and support.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	7	11	15	25	11	15	9	28	1	22	1
Mathematics	29	7	7	16	25	12	15	6	27	9	14	5
Science	30	4	7	17	29	5	8	15	28	0	12	11
Social Science	31	4	5	19	27	7	12	12	29	1	13	11

Note: Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	600
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	3	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,810.50	$1,204.71	$4,605.79	$75,289.44
District	N/A	N/A	$4,605.79	$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-6.5
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-18.9	-0.7

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

Types of Services Funded (Fiscal Year 2015-16)

To meet the needs of all students, the school coordinates School Improvement Programs (SIP), English Language Learners (ELL), Gifted and Talented Education (GATE), and Special Education Services. 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-risk, 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 also 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' caseloads, as well as regular education students who may have a 504 Plan.

Beattie Middle School supports English Language Learners through various programs. English learners are clustered and when possible, placed in smaller classes with teachers who are SDAIE and ELD trained. 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. Beattie Middle school has in-place an after school program to support our ELL and other students who may require additional support. Beattie After School Help [BASH] is an after school homework program at Beattie Middle School with staff members available three days a week to support their learning. This program has the English in a Flash program available to these students to improve their language skills. Additionally, a late bus is provided so that students who live near Victoria Elementary (our farthest feeder elementary school) are provided transportation.

In grade 6, GATE students are placed in a GATE class receiving core instruction from GATE certified teachers based on student identification and participation in elementary school GATE programs. In grades 7 and 8, Honors classes are built in English and math where high achieving students are given the opportunity to excel. 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 each grade level.

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 five expectations are Pride, Respect, Accountability, Integrity, and Self-Esteem. 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.

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.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,473	$45,092
Mid-Range Teacher Salary	$76,873	$71,627
Highest Teacher Salary	$96,912	$93,288
Average Principal Salary (Elementary)	$118,476	$115,631
Average Principal Salary (Middle)	$127,244	$120,915
Average Principal Salary (High)	$138,146	$132,029
Superintendent Salary	$184,914	$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	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)

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 two math TOA's 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.