

Beattie Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Beattie Middle School
Street	7800 Orange Street
City, State, Zip	Highland, CA 92346
Phone Number	(909) 307-2400
Principal	J.J. Martinez
Email Address	JJ_Martinez@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/beattie
Grade Span	6-8
County-District-School (CDS) Code	36-67843-0102558

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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, English Language Development support classes, and small classes in English and Math. Exploratory classes are offered to enrich the academic experience and may include courses such as instrumental music, chorus, drama, dance,

2025-26 School Description and Mission Statement

digital storytelling, AVID, STEM, Garner Holt Animatronics Animaker Space, Paxton Patterson Career Exploration, study skills as well as intervention 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, band and STEAM programs. Our excellent VAPA department offers students the opportunity to participate in many performing arts experiences in the areas of drama, choir, and instrumental music. A strong physical education department supports all of our programs and offers a variety of activities for our students.

Beattie's 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.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	326
Grade 7	361
Grade 8	384
Grade 9	1
Total Enrollment	1,072

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	9
Black or African American	5.5
Filipino	2.7
Hispanic or Latino	59.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	4.6
White	17.7
English Learners	6.9
Foster Youth	0.7
Homeless	8.3
Socioeconomically Disadvantaged	63.6
Students with Disabilities	14

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.

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)	45.6	89.04	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	1	1.95	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	2.14	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.09	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	2.9	5.71	57.1	5.89	15831.9	5.67
Total Teaching Positions	51.3	100	970.2	100	279044.8	100

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.

2022-23 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)	47.9	95.29	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.05	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	1.8	3.64	53.7	5.5	14303.8	5.15
Total Teaching Positions	50.3	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	46.4	90.17	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	1	1.94	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	1.61	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	1.03	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	2.7	5.25	70.8	7.28	13705.8	4.91
Total Teaching Positions	51.4	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.10	0	0
Misassignments	0.90	0	0.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.10	0	0.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.50	0.5	0.5
Total Out-of-Field Teachers	0.50	0.5	0.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	0	0.7
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	0	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2013) Collections-Grade 7 Houghton Mifflin Harcourt (2013) Collections-Grade 8 Houghton Mifflin Harcourt (2013)	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2014) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2014) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2014) *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	0%
Science	California Inspire Science: Grade 6 McGraw Hill (2021) California Inspire Science: Grade 7 McGraw Hill (2021)	0%

	California Inspire Science: Grade 8 McGraw Hill (2021)	
History-Social Science	<p>Ancient World History Discovery Ed (2018)</p> <p>Medieval and Early Modern World History Discovery Ed (2018)</p> <p>United States History Discovery Ed (2018)</p> <p>*Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.</p>	0%
Visual and Performing Arts	N/A	0%

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

School Facility Conditions and Planned Improvements

Description of the safety, cleanliness, and adequacy of the school facility:

Safety: When maintenance and repairs are needed, a work order process is used, with emergency repairs given the highest priority. District maintenance staff ensures that the necessary repairs are completed in a timely manner. The consistent implementation of rules, such as no gum/food/drinks in classrooms, also contributes to a clean and safe learning environment.

Cleanliness: The governing board has adopted cleaning standards, and the administration works daily with custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff adheres to a daily cleaning schedule for all classrooms, library, bathrooms, cafeteria, and offices. Deep cleaning is scheduled during Winter, Spring, and Summer breaks. The school also has a strong recycling program in all student use areas, and student leadership groups assist with collection.

Adequacy: Beattie is the newest Middle School in Redlands Unified School District and is situated in the city of Highland. The school is described as clean and well-maintained, providing a suitable learning environment. 50 Classrooms, the library, a STEAM Lab, bathrooms, cafeteria, and offices are maintained daily. Grounds are maintained by custodial staff and a district provided crew.

Description of any planned or recently completed facility improvements: To further ensure the safety of our students and staff, Beattie is upgrading its single point of entry. These improvements will feature reinforced security glass and a new electronic entry system, allowing for secure, monitored access for visitors during school hours.

Year and month of the most recent FIT report	July 2025
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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			

School Facility Conditions and Planned Improvements

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	46	50	50	47	48
Mathematics (grades 3-8 and 11)	32	34	37	37	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1069	1057	98.88	1.12	46.36
Female	512	506	98.83	1.17	48.81
Male	557	551	98.92	1.08	44.10
American Indian or Alaska Native	0	0	0	0	0
Asian	100	100	100.00	0.00	69.00
Black or African American	60	60	100.00	0.00	40.00
Filipino	30	30	100.00	0.00	66.67
Hispanic or Latino	632	626	99.05	0.95	37.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	54	94.74	5.26	46.30

White	185	182	98.38	1.62	62.09
English Learners	65	65	100.00	0.00	6.15
Foster Youth	--	--	--	--	--
Homeless	81	80	98.77	1.23	45.00
Military	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	730	721	98.77	1.23	39.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	139	137	98.56	1.44	10.22

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1069	1053	98.50	1.50	34.38
Female	512	505	98.63	1.37	30.50
Male	557	548	98.38	1.62	37.96
American Indian or Alaska Native	0	0	0	0	0
Asian	100	100	100.00	0.00	63.00
Black or African American	60	60	100.00	0.00	21.67
Filipino	30	30	100.00	0.00	60.00
Hispanic or Latino	632	623	98.58	1.42	25.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	57	53	92.98	7.02	50.94
White	185	182	98.38	1.62	43.96
English Learners	65	65	100.00	0.00	1.54
Foster Youth	--	--	--	--	--
Homeless	81	80	98.77	1.23	37.50
Military	12	12	100.00	0.00	16.67

Socioeconomically Disadvantaged	730	718	98.36	1.64	26.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	139	136	97.84	2.16	4.41

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.13	36.6	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	383	377	98.43	1.57	36.60
Female	180	176	97.78	2.22	34.09
Male	203	201	99.01	0.99	38.81
American Indian or Alaska Native	0	0	0	0	0
Asian	36	36	100.00	0.00	61.11
Black or African American	16	16	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	227	223	98.24	1.76	29.60
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	21	19	90.48	9.52	31.58
White	72	72	100.00	0.00	47.22
English Learners	24	24	100.00	0.00	4.17
Foster Youth	--	--	--	--	--
Homeless	28	28	100.00	0.00	42.86
Military	--	--	--	--	--
Socioeconomically Disadvantaged	262	257	98.09	1.91	28.40
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	45	45	100.00	0.00	2.22

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	96%	94%	96%	93%	89%

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.

2025-26 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 Phaedra Bussell. 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 being held in this year with some meetings being held at Beattie and some meetings being held at Victoria Elementary School, one of our feeder elementary schools. Agendas are created to give parents information necessary to help their children be successful in school and to address any of their questions and concerns.

Beattie also supports RUSDs parent education nights on various relevant topics and encourages parental attendance. Coffee with the principal meetings are also offered based on parental interest and include topics such as school safety, internet safety, dangers of the internet, apps, and social media as well as on topics to support students' academic success and social emotional well being.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1132	1118	181	16.2
Female	539	530	84	15.8
Male	593	588	97	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	106	104	6	5.8
Black or African American	66	65	11	16.9
Filipino	31	31	2	6.5
Hispanic or Latino	669	662	131	19.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	50	10	20.0
White	196	192	19	9.9
English Learners	105	103	25	24.3
Foster Youth	--	--	--	--
Homeless	97	96	20	20.8
Socioeconomically Disadvantaged	783	773	153	19.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	163	159	40	25.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.38	2.99	1.33	4.39	3.21	3.02	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.33	0.00
Female	1.11	0.00
Male	1.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	6.06	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.00	0.00
White	0.51	0.00
English Learners	0.95	0.00
Foster Youth	0.00	0.00
Homeless	2.06	0.00
Socioeconomically Disadvantaged	1.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.84	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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 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 2025 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. Beattie Middle School continues to use Raptor Drill Manager to increase our drill efficiency and allow all staff (certificated and classified) to report on their locations and status as well as account for students.

School Safety

During the 2025-2026 school year, 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	14	19	6
Mathematics	22	19	13	3
Science	26	5	19	4
Social Science	27	3	21	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	13	8
Mathematics	22	16	18	
Science	27	5	15	8
Social Science	28	3	15	9

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	28	11	13	10
Mathematics	25	9	17	4
Science	28	5	15	7
Social Science	27	7	13	8

2024-25 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	369.33

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$10,294.44	\$1,999.52	\$8,294.92	\$100,540.53
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-22.6	-5.0
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-29.3	-3.1

Fiscal Year 2024-25 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 through an inclusion or (push-in) model or a separate class model. Beattie Middle School is proud to offer a robust inclusion program

Fiscal Year 2024-25 Types of Services Funded

-serving our Special Education students in all subjects and grades in a co-teach model. 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' caseloads, as well as regular education students who may have a 504 Plan.

Beattie Middle School supports Multilingual Learners through various programs. All teachers on campus are trained in best practice EL strategies and provide integrated supports for our multilingual students in their daily lessons. Teachers are trained to support multilingual students through our early release Monday collaboration meetings, conferences and district trainings. In addition, our multilingual students are clustered in small groups based on their language abilities in order for our teachers to provide small group instruction that best supports students' needs. Our multilingual students are also provided with designated language support based on their ELPAC scores as part of their academic schedule. Our multilingual students and their parents are informed about school and district activities through newsletters and ELAC meetings and are encouraged to participate in ELAC meetings, DELAC meetings and our RUSD multicultural fair.

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, two sections of AVID at both the 7th grade level and one section of AVID at the 8th grade level. Our AVID students participate in a rigorous program in support of study skills, notetaking skills, and organization skills. In addition our AVID students participate in multiple field trips throughout the year to college campuses and they sponsor our college and career week every October.

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. Students across campus participate in common school lessons developed by our PBIS team in which they participate in activities reinforcing our school-wide expectations. 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.

VAPA (Visual and Performing Arts): Beattie is proud to offer a robust Visual and Performing Arts program with beginning and advanced course offerings in Choir, Instrumental Music, Drama, and Dance. All of our VAPA programs participate in school performances, district performances/competitions, and regional competitions.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	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 CAFE 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.

2023-2024 - Our school wide goals this year continue to focus on standards alignment while fostering reading achievement and intentional student collaboration across all classrooms. In addition, we are focused on continued SEL student supports through focused student groups led by our counseling team, and school-wide SEL lessons focused on managing emotions, relationship building and restorative practices. Teachers also support our SEL work through implementation of welcoming rituals and optimistic closures built into their daily lessons. To support our school wide goals, our staff participates in weekly collaboration meetings through our new early release model. Our weekly collaboration meetings are broken down into Business Meetings, Team/Grade Level Meetings, and Data Analysis Meetings. Our Business Meetings include all teachers serving on teams that support the work across our campus such as academics/intervention, safety, equity and social/emotional, behavioral. Our Team/Grade Level meetings are focused on professional development as well as team planning for implementation of instructional practices. These meetings have included professional development led by our categorical program specialist on reading practices for all teachers including reading comprehension and vocabulary instruction, instructional planning inclusive of all students, and support for teachers in implementing our school wide AVID strategies with all lessons including an essential question and implementation of focused note taking as well as students returning to notes for deeper processing. During our Data Analysis meetings our staff works to analyze data from STAR and RUSD Benchmark assessments in order to provide inclusive practices based on students' needs by period. Our staff also participated in a full day professional development day with sessions offered on SEL practices and Mindfulness, inclusive practices, EL strategies, DOK Analysis, close reading and literacy accelerators, CAST, Socratic Seminars and Philosophical Chairs, Equity Based Grading, and technology supports such as Canva, We Video and Google Sites.

2024-2025 - Our school wide goals this year continue to focus on standards alignment while fostering reading achievement and intentional student engagement across all classrooms. Beattie's school-wide mantra for 2024-2025 is "every teacher is a

Professional Development

reading teacher." To support our school wide goals, our staff participates in weekly collaboration meetings through our continued early release model. Our weekly collaboration meetings are broken down into Business Meetings, Department Meetings, Professional Development/Collaboration Meetings, and Data Analysis Meetings. Our Business Meetings include all teachers serving on teams that support the work across our campus such as academics/intervention, safety, equity and social/emotional, behavioral. Our Department Meetings are focused subject area needs as well as colleagues sharing best practice strategies and how teams are implementing selected school-wide strategies. Our Professional Development/Collaboration Meetings are lead by our Categorical Program Specialist or teacher leaders on pre-determined strategies. In order to do this work, our Leadership team at Beattie made up of grade level leaders across all subject areas identified instructional strategies to support our school focus including use of an Essential Questions to drive learning objectives, use of Exit Tickets to monitor student learning, Text Annotation and Reading Comprehension Strategies, Academic Conversations and Student to Student Interactions. During our Data Analysis meetings our staff works to analyze data from STAR and RUSD Benchmark assessments in order to provide inclusive practices based on students' needs by class period. In addition to our early release meetings, all teachers participated in robust data analysis meetings at the beginning of the year to set their own personal goals and identify students' needs by class period. Teachers then met with administrators in one-on-one meetings to share their action plans and goals for the upcoming year.

2025-2026 - For the 2025–2026 school year, Beattie’s school-wide focus is guided by our mantra, Best Of the Best (BOBcat), reinforcing high expectations and a positive school culture for all members of the BOBcat community. School-wide goals emphasize building strong relationships through our PBIS system, implementing learner-driven, evidence-informed instructional practices, fostering collaboration, and reinforcing that everyone is a reader. PBIS implementation includes BOBcat Sighting Cards, monthly staff meeting share-outs, tiered behavioral supports, restorative practices, and attendance-focused incentives such as weekly attendance drawings and P.A.N.T. Parties for students demonstrating perfect attendance and no tardies. To support these goals, staff participates in weekly early release collaboration meetings, including Business/Committee Meetings, Department or Grade-Level Meetings, Professional Development/Instructional Strategy Meetings, and Data Analysis Meetings. All staff received full-staff training in Building Thinking Classrooms to promote student discourse, engagement, and critical thinking. Literacy initiatives continue across content areas through Beanstack and regular book talks at staff meetings, reinforcing that every teacher is a reading teacher. During Data Analysis Meetings, staff analyzes data from STAR assessments, RUSD Benchmark assessments, Beanstack reading data, and SWIS PBIS data to inform instructional planning and provide targeted academic and behavioral supports by class period. Staff also participated in introductory and classroom-application focused AI training, emphasizing responsible use of AI as a thought partner to support lesson planning and instructional design.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	28	29	29