

Clement Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Clement Middle School
Street	501 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5400
Principal	Wes Cullen
Email Address	wes_cullen@redlands.k12.ca.us
Website	clement.redlandsusd.net
County-District-School (CDS) Code	36-67843-6059414

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

As a result of California voters passing Proposition 98 in November 1988, school districts received additional funding from the State and school sites became responsible for providing a report card to their communities. This report card is intended to describe Clement in the present and to state our future goals.

School Description:

Clement is one of four middle schools in the Redlands Unified School District and serves the north end of the city and part of Mentone. Clement opened in 1964 and consists of 21 buildings spread over 28 acres. From 1993-1997, the facility served as the Redlands High School Freshman Campus. As of December 2020, 1,096 students in Grades 6, 7, and 8 attend Clement Middle School.

Mission Statement:

We believe that Clement Middle School should be a place where students welcome and respect diversity. Students will develop their potentials through a variety of learning experiences. Our school should be a place where students want to come, and everyone, including parents and the community is involved in the education of children.

We believe that it is our responsibility to provide a safe and positive learning environment with a variety of opportunities to achieve success. It is our responsibility to motivate students, to promote wise choices, and to develop character. We believe that we must be role models who exemplify the excellence we encourage in students.

We believe that students want to feel that they belong and are accepted, that they want to be respected and treated fairly, and that they want to be recognized for their successes. We believe that students need rules, boundaries, structure, and consistency. We believe that students need to develop from dependent 6th graders in a nurturing, sheltered, protected environment, to independent 7th graders who are aware of their value as individuals, to responsible 8th graders who set long-term goals, assume leadership roles, and leave middle school prepared for high school.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	354
Grade 7	350
Grade 8	304
Total Enrollment	1,008

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4.6
Asian	4.4
Filipino	2
Hispanic or Latino	64.4
Native Hawaiian or Pacific Islander	0.7
White	19.4
Two or More Races	4.4
Socioeconomically Disadvantaged	77.6
English Learners	8.1
Students with Disabilities	15.6
Foster Youth	0.7
Homeless	5.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	47	49	52	103
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

The California State Board of Education reviews elementary level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Sufficient textbooks are available for all students regardless of English proficiency or disability.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2014) Collections-Grade 7 Houghton Mifflin Harcourt (2014) Collections-Grade 8 Houghton Mifflin Harcourt (2014)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2017) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2017) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2017)	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%
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018) United States History Discovery Ed (2018)	Yes	0%

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

School Facility Conditions and Planned Improvements

The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students and staff work hard to keep the campus clean and safe. The 2.5 night custodians do a remarkable job of cleaning 60 classrooms, the auditorium, kitchen, library, and offices daily. Our one day custodian maintains the grounds, sets up for special events, and helps keep the campus litter-free. When over 1,000 students have lunch, we depend heavily on their willingness to clean up after themselves.

The District has adopted a disaster preparedness plan. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan has been adapted to Clement and we have regular fire and disaster drills to assure a quick and orderly evacuation in case of an emergency.

The majority of the Clement campus underwent modernization in 2004-2006, with new paint, carpet, and lighting. Further flooring improvements were added in the Summer of 2019, and our Library is currently being updated/modernized over the next three school years, per our School Site Council. In addition, we added our Garner Holt Animaker Space classroom and elective in the summer of 2019. The Ribbon Cutting ceremony for our Animaker Space occurred on December 12th, 2019. During the 20-21 School Year, our entire campus was painted inside/outside, additional landscaping areas were improved, additional campus safety video cameras were installed, a new mural was added, a new Digital LED marquee was added, our West End lot was cleaned/graded/debris removed, two new Student Center Conference Rooms were created, and Distance Learning Hubs were implemented for various at-risk student to participate in RUSD Distance Learning while on campus three days a week.

The Principal, Assistant Principal, and Lead Custodian walk the grounds regularly to inspect the facility. District Maintenance/Operations staff ensures that the repairs necessary to keep the school in good repair and 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.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	49	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	29	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	26	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Parents can become involved at Clement in many ways during our Distance Learning Format in 20-21. There are formal groups such as School Site Council, English Language Advisory Committee and PTSA. There are also School Booster groups for Band and Choir that meet virtually as well. Parents also support the school by chaperoning field trips and volunteering on campus in programs like our Drama Production Group, when students return to campus full time.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.6	8.4	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.98	2.16	
Expulsions	0	0.03	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Clement Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Clement's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, campus safety procedures, and disaster response procedures.

To ensure student safety before school, 4 Counselors, 4 Teachers, 2 Administrators, and 3 School Safety Personnel supervise the school grounds including the bus drop-off area, cafeteria, and quad area. During the school day, all entrance areas to the school are locked with the exception of the front entrance, which is near the Administration Office. Signs are posted to indicate all visitors must report to the Administration Office/Student Center and may not be on school grounds unless they have a Clement Visitor Pass. Physical barriers prevent unauthorized access to the campus during the school day. Those wishing to enter campus must do so by checking in through the Student Center. All those who wish to enter campus must register with our Raptor ID system and obtain a printed Visitor Pass badge to wear. Two Campus Safety Officers and three Campus Monitors patrol our campus during the school day.

After school, Teachers, Counselors, Campus Safety Officers, Campus Monitors, and Administrators supervise our campus until all students have left for home.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	21	16	14	4	21	18	11	5	21	15	15	2
Mathematics	22	16	10	5	23	10	15	3	24	11	10	7
Science	31	2	5	15	30	2	11	9	29	3	12	7
Social Science	31	2	3	17	30	2	11	9	29	4	9	9

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	252

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	

Title	Number of FTE* Assigned to School
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,925.76	\$1,784.40	\$6,141.36	\$85,604.00
District	N/A	N/A	\$6,015.41	\$84,929
Percent Difference - School Site and District	N/A	N/A	2.1	0.8
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-23.2	1.2

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

Types of Services Funded (Fiscal Year 2019-2020)

Clement Middle School receives special funds for supplementary educational programs. The following are some special funding resources available for 2020-21:

SSP: \$154,141
 Title I: \$233,700
 Total: \$387,841

Clement's General Fund, which provides supplies, equipment, curriculum support, etc., is approximately \$26,121.

Enrichment Opportunities

During In-Person learning, students have many opportunities to participate in on-campus clubs, assemblies, field trips, and other special events which extend their classroom experience, teach appropriate behavior and leadership skills, and motivate improved performance and the desire to pursue higher education. These opportunities have been refashioned and adapted to support our current Distance Learning format in Redlands Unified.

Parent Involvement

During the 20-21 school year, the Clement PTSA has had over 15 parents, students, and staff members who meet monthly via Zoom to organize support activities for staff and students. In addition, numerous parents assist in organizing student activities, our annual Theatre production, and on-campus dances (during In-Person learning). Most importantly, daily contacts from parents are supportive of school and teacher goals.

Staff Dedication

Both certificated and classified staff members take pride in the fact that they make a conscientious effort to work together in the best interests of students. Our staff makes it a priority to spend the time necessary to improve our delivery system and the services provided to students. The Viking Way (Be Respectful, Be Responsible, Be Your Best At All Times) is a theme which expresses the staff's goal of working together to provide a school environment which reinforces behavioral, social, and academic expectations.

2019-20 School Plan for Student Achievement Goals:

Goal 1: Provide all teachers and students the materials and support needed to maintain quality instruction for all curricular programs

Goal 2: Create a positive and safe environment for all students that is conducive to learning

Goal 3: Provide resources for all subjects to deliver Common Core and State Standards-based instruction

Goal 4: Provide program support for implementation of AVID Program as well as other college and career opportunities

Goal 5: Utilize all resources to ensure all student groups are provided with support to achieve academic success

Critical Needs/State Standards

Clement's critical needs include:

- Reduce the overall number of students who qualify as Chronically Absent throughout the school year.
- Improve the academic performance and proficiency of our students receiving Special Education services.
- Improve the academic performance and proficiency of our English Learner Students.
- Earning the support and respect of the community, and especially parents.

Three Year Student Objectives

Clement's long-range plan includes:

- Increasing the use of research based instructional strategies on a daily basis.
- Maintaining an integrated student body so that all students feel safe and respect one another.
- Incorporating intervention strategies throughout the school day to improve student performance and proficiency.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$52,484
Mid-Range Teacher Salary	\$81,554	\$81,939
Highest Teacher Salary	\$102,814	\$102,383
Average Principal Salary (Elementary)	\$126,044	\$129,392
Average Principal Salary (Middle)	\$135,743	\$136,831
Average Principal Salary (High)	\$146,559	\$147,493

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$226,600	\$254,706
Percent of Budget for Teacher Salaries	34.0	34.0
Percent of Budget for Administrative Salaries	4.0	5.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

In 2018-2019, All staff members are receiving staff development in the use of AVID strategies, Technology use, English Learner strategies, and PBIS - Positive Behavior Interventions and Supports

In 2019-2020, all staff members received various forms of staff development during weekly Wednesday Collaboration sessions before school, in addition to 9 Minimum Days throughout the school year, which are dedicated to Staff Development and training. Further, many teachers have attended off-site professional development opportunities, through our District Office and outside vendors (e.g. Textbook Adoption instructional training, Digital Literacy, PBIS, Trauma Informed Teaching, AVID, Challenging Adolescent Behavior, Coding).

In 2020-2021, our District entered the school year in the Distance Learning format, with teachers and students working from home. All Professional development was conducted via Zoom/Meet in the following areas either by our District staff, or site staff: AVID Focused Note Taking, AVID Essential Question development, Distance Learning Playbook, Middle School Flipped Classroom, Middle School Focused Scope and Sequence, Wellness 101, Meeting the Needs of Unique Students: Foster/Homeless Youth, Getting Started with Zoom, Using Google Meet, Supporting English Learners K-12. Two days voluntary professional development were offered by our District on 8/6 and 8/7, and one mandatory professional development day was required by our District on 8/11. Further, each month Clement has a Staff Meeting in which various AVID and Digital Learning concepts are presented/discussed and then implemented campus-wide. In addition, many of our staff members on campus have volunteered to help develop Distance Learning Scope and Sequences for our core classes, while we are on Distance Learning thus far.

During the 2020-2021 school year, professional development has been somewhat limited due to instruction and meetings occurring in an online format. Online opportunities have been shared with staff as related to AVID strategies, PBIS implementation, Trauma-Informed Instruction, Supporting Students' Social-Emotional Well-being, and a variety of instructional technology methods.

Teachers are supported through in-class Math coaching (Carnegie), Teacher-Principal meetings, Department-level data teams, Wednesday Collaboration with Departments, District Office coaching, and release days for various Departments during the school year.