

# Clement Middle School

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



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

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

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

#### DataQuest



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

#### California School Dashboard



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

## Internet Access

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

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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 2022, 1,050 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

## 2022-23 School Overview

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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	342
Grade 7	381
Grade 8	336
Total Enrollment	1,059

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.3
Asian	5.1
Black or African American	6.3
Filipino	1.7
Hispanic or Latino	64.4
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.8
White	17.7
English Learners	7.9
Foster Youth	1.2
Homeless	16.4
Migrant	0.0
Socioeconomically Disadvantaged	75.4
Students with Disabilities	18.2

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

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	37.90	79.14	832.10	85.87	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.70	0.70	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.80	5.90	35.20	3.63	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.10	2.48	29.80	3.08	12115.80	4.41
<b>Unknown</b>	5.90	12.43	65.10	6.72	18854.30	6.86
<b>Total Teaching Positions</b>	47.90	100.00	969.10	100.00	274759.10	100.00

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

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

## 2021-22 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	2.80	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.80</b>	

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.10	
<b>Total Out-of-Field Teachers</b>	<b>1.10</b>	

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

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.40	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

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

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

The California State Board of Education reviews 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.

<b>Year and month in which the data were collected</b>	December 2022
--	---------------

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

## 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](http://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 3 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. This work will be completed in the Spring of 2022. 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. We have also converted our Woodshop Room and curriculum to a CTE Product Design and Manufacturing center and class. 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, and two new Student Center Conference Rooms were created as well. We are continuing to upgrade our facilities, classroom technology, and landscaping throughout the 21-22 school year.

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.

**Year and month of the most recent FIT report**

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

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

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

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

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	42	N/A	51	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	27	N/A	35	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1038	1031	99.33	0.67	42.29
<b>Female</b>	482	478	99.17	0.83	46.23
<b>Male</b>	556	553	99.46	0.54	38.88
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	55	54	98.18	1.82	68.52
<b>Black or African American</b>	66	66	100.00	0.00	31.82
<b>Filipino</b>	18	17	94.44	5.56	70.59
<b>Hispanic or Latino</b>	668	664	99.40	0.60	36.75
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	44	100.00	0.00	43.18
<b>White</b>	180	179	99.44	0.56	56.42
<b>English Learners</b>	78	77	98.72	1.28	2.60
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	166	162	97.59	2.41	37.04
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	815	808	99.14	0.86	37.13
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	186	182	97.85	2.15	8.79

## 2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1035	1030	99.52	0.48	26.85
<b>Female</b>	481	479	99.58	0.42	24.53
<b>Male</b>	554	551	99.46	0.54	28.86
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	55	55	100.00	0.00	63.64
<b>Black or African American</b>	65	65	100.00	0.00	15.38
<b>Filipino</b>	18	17	94.44	5.56	52.94
<b>Hispanic or Latino</b>	667	665	99.70	0.30	19.00
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	44	100.00	0.00	43.18
<b>White</b>	179	178	99.44	0.56	42.70
<b>English Learners</b>	78	77	98.72	1.28	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	166	163	98.19	1.81	19.02
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	812	807	99.38	0.62	20.99
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	184	182	98.91	1.09	4.40

## CAASPP Test Results in Science for All Students

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	20.69	NT	32.27	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	319	319	100	0	20.69
<b>Female</b>	139	139	100	0	15.83
<b>Male</b>	180	180	100	0	24.44
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	12	100	0	50
<b>Black or African American</b>	14	14	100	0	7.14
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	215	215	100	0	15.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	18	100	0	38.89
<b>White</b>	56	56	100	0	28.57
<b>English Learners</b>	20	20	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	43	43	100	0	13.95
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	261	261	100	0	14.94
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	58	58	100	0	5.17

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92%	93%	95%	93%	93%

## C. Engagement

### State Priority: Parental Involvement

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

#### 2022-23 Opportunities for Parental Involvement

Parents can become involved at Clement in many ways during the 2022-2023 school year. There are formal groups such as School Site Council, English Language Advisory Committee and PTSA, which all meet monthly in either Zoom or In-Person format. There are also School Booster groups for Performing Arts 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 and Classroom Volunteers now that students and staff are back on campus full-time.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1151	1121	249	22.2
Female	546	527	120	22.8
Male	605	594	129	21.7
American Indian or Alaska Native	3	3	1	33.3
Asian	55	55	2	3.6
Black or African American	75	73	22	30.1
Filipino	19	19	4	21.1
Hispanic or Latino	741	719	176	24.5
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	45	43	6	14.0
White	204	200	38	19.0
English Learners	97	94	25	26.6
Foster Youth	21	20	6	30.0
Homeless	182	178	45	25.3
Socioeconomically Disadvantaged	913	894	230	25.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	218	214	63	29.4

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.87	2.61	2.45
Expulsions	0.00	0.03	0.05

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.69	8.51	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.51	0.00
Female	8.61	0.00
Male	8.43	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.45	0.00
Black or African American	13.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	8.89	0.00
White	5.39	0.00
English Learners	13.40	0.00
Foster Youth	23.81	0.00
Homeless	10.99	0.00
Socioeconomically Disadvantaged	9.64	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.72	0.00



## 2022-23 School Safety Plan

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, 3 Administrators, and 4 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 two 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.

## 2019-20 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	15	15	2
Mathematics	24	11	10	7
Science	29	3	12	7
Social Science	29	4	9	9

## 2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	8	11
Mathematics	27	9	5	12
Science	30	3	5	15
Social Science	30	3	4	16

## 2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	22	12	3
Mathematics	21	19	12	2
Science	25	5	23	
Social Science	25	8	18	2

## 2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	264.75

## 2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8104.70	\$1790.28	\$6314.42	\$88,765.23
<b>District</b>	N/A	N/A	\$7211.11	\$88,816
<b>Percent Difference - School Site and District</b>	N/A	N/A	-13.3	-0.1
<b>State</b>	N/A	N/A	\$6,594	\$88,358
<b>Percent Difference - School Site and State</b>	N/A	N/A	-4.3	0.5

## 2021-22 Types of Services Funded

Clement Middle School receives special funds for supplementary educational programs. The following are some special funding resources available for 2022-23:

SSP: \$160,748

Title I: \$273,650

Total: \$488,053

Clement's General Fund, which provides supplies, equipment, curriculum support, etc., is approximately \$127,088.

### Enrichment Opportunities

During In-Person learning this year, 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. After the regular school day ends, Clement provides VAST (Viking After School Tutoring) in our Library for one hour after school, and our Extended Learning Opportunity Program via ASES is conducted from 3:30pm to 6:30pm daily for student enrichment.

### Parent Involvement

During the 22-23 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 Spring activities. 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. Staff and Student dedication to the Viking Way each day has earned Clement the San Bernardino County PBIS Silver Award for two consecutive years.

### 2022-2023 School Plan for Student Achievement Goals:

Goal 1: Create a positive and safe environment for all students that is conducive to learning, increases student connectedness, provides socio-emotional learning support, and maintains Positive Behavioral Intervention Supports in place.

Goal 2: Provide resources for all subjects to deliver Common Core and State Standards-based instruction, as well as supplemental instruction to close the achievement gap and/or accelerate learning recovery.

## 2021-22 Types of Services Funded

### 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.

## 2020-21 Teacher and Administrative Salaries

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

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

## Professional Development

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.

For the 2021-2022 school year, Clement has returned to the same Professional Development format utilized pre-shutdown/Distance Learning, which is described above in the 2019-2020 section. Staff meets weekly on Wednesday mornings in various configurations, as well as during 9 Minimum Days throughout the school year. Many of our teachers continue to develop at off-site opportunities including PBIS, Scope and Sequence Development, Assessment Development, Equity, Curriculum Committee, Leadership Academy, etc.

For the 2022-2023 school year, due to the hiring of many new staff members at Clement, our staff has returned to monthly AVID Professional Development sessions including PLC's during both our Minimum Day and Collaboration Wednesday staff development sessions. Our AVID Coordinator leads monthly AVID staff development, before our teachers break out into grade-level and content area PLC's to review and improve daily lesson plans that incorporate AVID strategies. Our focus this year has been on incorporating WICOR strategies into classroom lesson plans on a weekly basis in order to qualify as an AVID School of Distinction in the near future.

Teachers are supported through in-class Math coaching (Carnegie), AB86 teacher-coaches in ELA and Math, Teacher-Principal meetings, Department-level data teams, Minimum Days/AVID/PLCs, Wednesday Collaboration with Departments and Teams, District Office coaching, and release days for various Departments during the school year.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	10	10	10