Clement Middle School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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/.

2024-25 School Contact Information

School Name	Clement Middle School
Street	501 E. Pennsylvania Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5400
Principal	Natalie Johnson
Email Address	natalie_johnson@redlands.k12.ca.us
School Website	clement.redlandsusd.net
Grade Span	6-8
County-District-School (CDS) Code	36-67843-6059414

2024-25 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

2024-25 School Description and Mission Statement

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

2024-25 School Description and Mission Statement

the Redlands High School Freshman Campus.

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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	330
Grade 7	319
Grade 8	324
Total Enrollment	973

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.6
Male	48.3
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	6.7
Black or African American	6.5
Filipino	1.5
Hispanic or Latino	63.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	4.1
White	17.2
English Learners	7.6
Foster Youth	0.5
Homeless	9.2
Socioeconomically Disadvantaged	71.5
Students with Disabilities	16.5

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.70	86.72	852.60	87.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.30	0.66	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	4.86	22.20	2.29	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	2.53	31.80	3.28	11953.10	4.28
Unknown/Incomplete/NA	3.20	5.86	57.10	5.89	15831.90	5.67
Total Teaching Positions	56.10	100.00	970.20	100.00	279044.80	100.00

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)	49.30	88.71	850.20	87.12	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	1.80	7.50	0.77	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	2.57	34.30	3.52	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.10	2.14	30.00	3.08	11746.90	4.23
Unknown/Incomplete/NA	2.60	4.75	53.70	5.50	14303.80	5.15
Total Teaching Positions	55.60	100.00	975.90	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.80	2.70	1.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.80	2.70	1.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.2
Local Assignment Options	1.10	1.40	1
Total Out-of-Field Teachers	1.10	1.40	1.1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.40	7.1	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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.

2024-25 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.

Year and month in which the data were collected	December 2024

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 (2013) Collections-Grade 7 Houghton Mifflin Harcourt (2013) Collections-Grade 8 Houghton Mifflin Harcourt (2013)	Yes	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.	No	0%
Science	California Inspire Science: Grade 6 McGraw Hill (2021) California Inspire Science: Grade 7 McGraw Hill (2021)	Yes	0%

	California Inspire Science: Grade 8 McGraw Hill (2021)		
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018) United States History Discovery Ed (2018) *Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	No	0%
Visual and Performing Arts	N/A		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 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 has been fully updated/modernized over the past five 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. 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 24-25 school year.

The Principal, Assistant Principals, 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 2024

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems:	X			

School Facility Conditions and Planned Improvements

Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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 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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	45	48	50	50	46	47
Mathematics (grades 3-8 and 11)	29	30	37	37	34	35

2023-24 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	959	928	96.77	3.23	47.84
Female	495	479	96.77	3.23	48.23
Male	462	448	96.97	3.03	47.32
American Indian or Alaska Native	--	--	--	--	--
Asian	64	64	100.00	0.00	84.38
Black or African American	60	56	93.33	6.67	30.36
Filipino	17	16	94.12	5.88	68.75
Hispanic or Latino	615	594	96.59	3.41	42.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	41	97.62	2.38	46.34

White	158	154	97.47	2.53	59.74
English Learners	67	63	94.03	5.97	6.35
Foster Youth	--	--	--	--	--
Homeless	75	71	94.67	5.33	36.62
Military	--	--	--	--	--
Socioeconomically Disadvantaged	706	684	96.88	3.12	40.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	151	142	94.04	5.96	11.97

2023-24 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	959	931	97.08	2.92	29.75
Female	495	481	97.17	2.83	26.20
Male	462	448	96.97	3.03	33.71
American Indian or Alaska Native	--	--	--	--	--
Asian	64	64	100.00	0.00	73.44
Black or African American	60	56	93.33	6.67	17.86
Filipino	17	16	94.12	5.88	43.75
Hispanic or Latino	615	597	97.07	2.93	22.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	42	100.00	0.00	30.95
White	158	153	96.84	3.16	41.83
English Learners	67	65	97.01	2.99	4.62
Foster Youth	--	--	--	--	--
Homeless	75	70	93.33	6.67	14.29
Military	--	--	--	--	--

Socioeconomically Disadvantaged	706	687	97.31	2.69	22.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	151	142	94.04	5.96	3.52

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	28.32	26.45	31.39	32.96	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	323	313	96.90	3.10	26.52
Female	154	150	97.40	2.60	23.33
Male	168	162	96.43	3.57	29.63
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	52.38
Black or African American	23	22	95.65	4.35	18.18
Filipino	--	--	--	--	--
Hispanic or Latino	200	192	96.00	4.00	18.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	25.00
White	57	56	98.25	1.75	44.64
English Learners	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	28	27	96.43	3.57	7.41
Military	0	0	0	0	0
Socioeconomically Disadvantaged	239	232	97.07	2.93	17.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	48	46	95.83	4.17	4.35

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.

2023-24 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.   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	91%	91%	89%	91%	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.

2024-25 Opportunities for Parental Involvement

Parents can become involved at Clement in many ways.There are formal groups such as School Site Council, English Language Advisory Committee and PTSA, which all meet monthly via Zoom. There are also School Booster groups for Performing Arts that meet virtually and in-person as well. Parents also support the school by chaperoning field trips and volunteering on campus in programs like our Performing Arts Boosters and Classroom Volunteers.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1072	1036	251	24.2
Female	540	523	129	24.7
Male	529	511	122	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	66	66	5	7.6
Black or African American	71	70	24	34.3
Filipino	17	16	1	6.3
Hispanic or Latino	692	665	173	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	42	42	8	19.0
White	172	169	39	23.1
English Learners	90	87	23	26.4
Foster Youth	17	--	--	--
Homeless	104	99	38	38.4
Socioeconomically Disadvantaged	802	774	217	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	184	179	65	36.3

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.51	9.61	6.81	3.67	4.39	3.21	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.26	0	0.03	0.07	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.81	0.00
Female	6.11	0.00
Male	7.56	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	15.49	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.80	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.76	0.00
White	3.49	0.00
English Learners	4.44	0.00
Foster Youth	5.88	0.00
Homeless	12.50	0.00
Socioeconomically Disadvantaged	8.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	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.

2024-25 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,

2024-25 School Safety Plan

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 2 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.

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

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	22	17	18	3
Mathematics	22	19	10	2
Science	24	10	16	3
Social Science	24	11	17	1

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	19	28	9	3
Mathematics	20	20	8	3
Science	22	16	11	2
Social Science	22	14	13	2

2023-24 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	243.25

2023-24 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)	4
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$11,523.34	$2,452.79	$9,070.55	$94,771.74
District	N/A	N/A	$9.931.68	$102,103
Percent Difference - School Site and District	N/A	N/A	6.9	-7.4
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-17.1	-3.1

Fiscal Year 2023-24 Types of Services Funded

Clement Middle School receives special funds for supplementary educational programs. The following are some special funding resources available for 2024-25:

LCAP: $177,537
Title I: $168,408
Title III: $9,976
Total: $355,921

Clement's General Fund, which provides supplies, equipment, curriculum support, etc., is approximately $54,000.

Enrichment Opportunities

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 24-25 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.

2024-2025 Single 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.

Fiscal Year 2023-24 Types of Services Funded

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.

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,873	$59,551
Mid-Range Teacher Salary	$96,778	$93,855
Highest Teacher Salary	$127,774	$120,219
Average Principal Salary (Elementary)	$157,955	$151,525
Average Principal Salary (Middle)	$168,821	$158,215
Average Principal Salary (High)	$183,286	$171,087
Superintendent Salary	$330,064	$300,043
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	5%	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

Professional Development

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 throughought 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.

For the 2023-2024 school year, Clement has continued our commitment to staff development with weekly Collaboration Wednesday Early Release Professional Development sessions, monthly staff meetings, and data-driven PLC's to hone best teaching practices. Our 23-24 plan is identical to our 22-23 plan, aside from the addition of weekly Early Release Collaboration Wednesdays each week during the 23-24 school year.

For the 2024-2025 school year, Clement remains dedicated to staff development through weekly professional development during our Minimum Day Monday Collaboration Sessions, monthly staff meetings, and data-driven PLCs. This year's plan builds on the successful structure established in the 2022-2023 and 2023-2024 school years, maintaining our commitment to consistent collaboration and the continuous improvement of best teaching practices.

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10