

SARC

2017-18 School Accountability
Report Card
Published in 2018-19



Kraemer Middle School

*Be Respectful, Be Responsible,
Be Kind: Be Kraemer!*

Grades 7-8
CDS Code 30-66647-6030043

Keith Carmona
Principal
kcarmona@pylusd.org

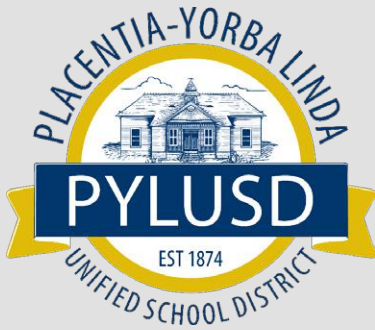
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www.kraemerms.org

Para español, visita
www.pylusd.org

Placentia-Yorba Linda Unified School District

1301 E. Orangethorpe Avenue Placentia, CA 92870 ▪ (714) 986-7000 ▪ www.pylusd.org



*PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*



Governing Board

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Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2018-19 school year in the Placentia-Yorba Linda Unified School District. Before our first day of classes on August 28, I would like to take a moment to share a few of our district's ongoing safety and wellness initiatives that are squarely focused on our students, staff members, families and facilities.

Just before the end of last school year, I shared a letter with our school community regarding the implementation of an electronic visitor management system at all PYLUSD school sites. The goal was for that system to be in place as we start this new school year. Throughout the district, we will refer to this new system as SAM, which stands for School Access Management. I am pleased to report that the system has been installed at each school site. SAM will enhance school security by reading the driver's license, or other approved form of identification, of each visitor while automatically comparing it to California Megan's Law and similar databases nationwide. The new system also has the ability to compare each visitor's identification information against any safety-related family court orders that a school site may need to support.

The office management system will generate and print a temporary ID badge that includes the photo and name of the visitor, the date and time, and the destination on campus. SAM is designed to permanently replace paper sign-in procedures, and will serve as one of many great supports in helping protect our campuses and, most importantly, our students and staff. If you have any specific questions, your school site administrative team will be sure to help. To learn more about SAM, please visit www.pylusd.org/SAM/.

To continue our focus on safety, this summer the district installed security cameras and equipment at our four comprehensive high schools and one continuation high school in various public areas. This includes areas such as building entrances, parking lots, hallways, front offices and more. Please note, the security cameras will be utilized in public areas where there is "no reasonable expectation of privacy." The cameras were not installed in private areas such as classrooms, restrooms, locker rooms, changing areas, or private offices, and may not be monitored at all times. In addition, new fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities.

The wellness of our student athletes has also been a point of emphasis this summer. Starting with our fall season of sport, we will now provide all high school student athletes pre- and post-concussion testing at no cost to our families. ImPACT Applications provide the test, which is an evidence-based tool that will help in the concussion management and wellness of our students. Thousands of K-12 schools, universities and colleges use the tool. In PYLUSD, participating students will be administered a computer-based, pre-concussion test designed to assess visual and verbal memory, reaction time and processing speed. The goal of the concussion testing is to provide the medical providers of our families with additional objective data to assist in the treatment planning of students as they return to the classroom and their sport.

Lastly, summer break also afforded essential time to focus on the important work surrounding student wellness and mental health. Our Wellness Team, under the direction of Deputy Superintendent Candy Plahy, identified and analyzed gaps in the well-established student wellness and mental health services provided by the district. As a result, recommendations were made to increase supports at all of our schools with the hiring of a Board Certified Behavior Analyst (BCBA), as well as Registered Behavior Technicians (RBT), Wellness Specialists, and additional Intern Psychologists. These individuals will now provide counseling, guidance, and behavioral support to students both in and out of the classroom.

Phew! As you can tell, a great deal of meaningful work took place over summer break in order to enhance, develop, and implement the safety and wellness initiatives in support of our students. These efforts truly embody the district's four Core Values of Excellence, Collaboration, Integrity, and Innovation. I want to sincerely thank you for your support as we work to always be the very best for our students, staff members, families and community. Happy new school year, PYLUSD ... It is sure to be our best year yet!

Warm Regards,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

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District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

Principal's Message

Dear Kraemer family,

This school year we have students from more than 30 different elementary schools coming into our Kraemer Middle School family. Because our school serves so many students across North Orange County, we are fortunate to have a student body that truly represents our diverse community in Southern California. Additionally, a wealth of activities, classes and clubs makes attending Kraemer such an enriching experience. Your child will have the opportunity to make new friends, learn from their peers and create indelible memories.

The middle school years can be trying for students. It is a time of great change—physically, emotionally and cognitively. It is important that through these demanding times, we coach our students to persevere. In doing so, we will be building stronger, more confident kids who are ready to take on the world.

A key resource in helping build our students' perseverance will be the support staff in our office, including our assistant principal Mr. Plascencia, our two counselors Mrs. Paris and Mrs. Plouffe, and our psychologist Mrs. Calabrese. The counselors' focus will be on providing preventative support so that even before your child shows the first sign of faltering academically or in his or her social-emotional development, there are systems in place to ensure your child's success. Mrs. Paris and Mrs. Plouffe will have specific students assigned to them, though each is available to be a resource for any student on campus. Students in our AVID (Advancement Via Individual Determination) and English language development (ELD) programs are assigned to work with Mrs. Paris. All other students, including those in the Gifted and Talented Education (GATE), honors and college prep programs, are assigned to work most directly with Mrs. Plouffe.

Kraemer has a program called PRIDE to support students in building their sense of determination. The mission of PRIDE (Personal Responsibility for Individual Development and Education) is to positively support all students in their quest to achieve their personal best. We know that our students' lives are busy, and with PRIDE, all Kraemer students will have the access to receive additional support and enrichment opportunities during the school day.

During the PRIDE tutorial period, which will take place Tuesdays through Fridays for 30 minutes, students will be able to:

- Meet with teachers in a small group setting for additional tutoring or extra help
- Take time to make up assignments, retake tests, or complete missing or incomplete homework
- Have additional study time, including accessing the library and computer labs
- Attend an enrichment lessons that deepen what they're learning in class

Former President John Quincy Adams once said, "Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish." I look forward to seeing the magical things your child will do this year at Kraemer Middle School!

Keith Carmona

Principal

Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

Innovation

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

School Mission Statement

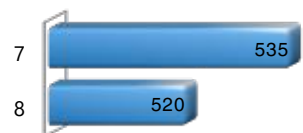
Kraemer Middle School: Putting students first with a focus on innovation and inclusion.



Enrollment by Grade

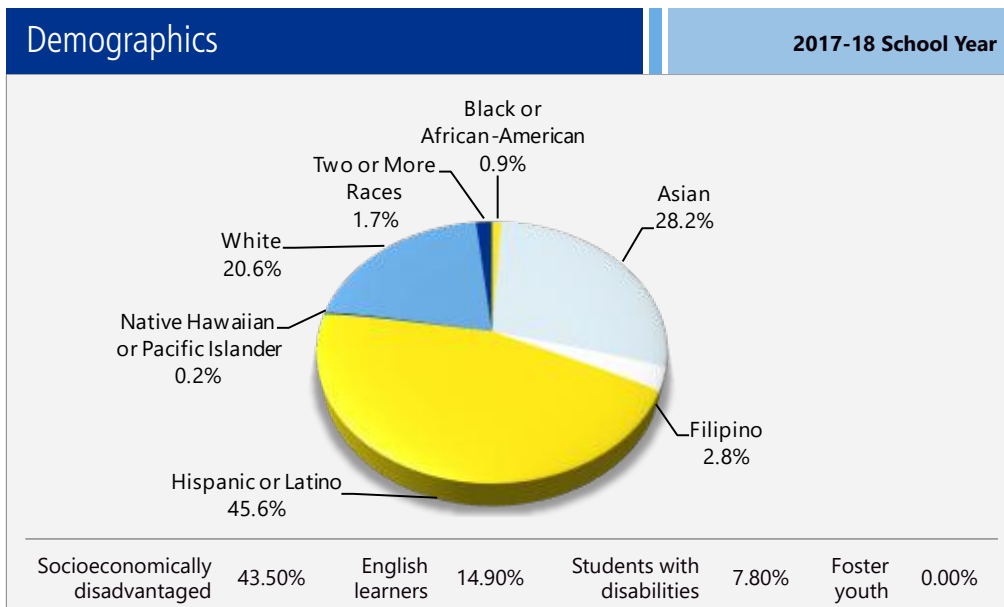
The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.

2017-18 Enrollment by Grade



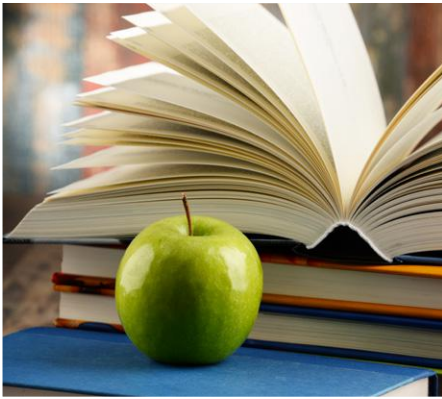
Enrollment by Student Group

The total enrollment at the school was 1,055 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Types of Services Funded

Additional services include an AVID program, additional classes for students at-risk and English language learners, field-trip opportunities, parent workshops, support classes, additional tutoring, and teacher training and articulation of programs to support Title I and Title III students.



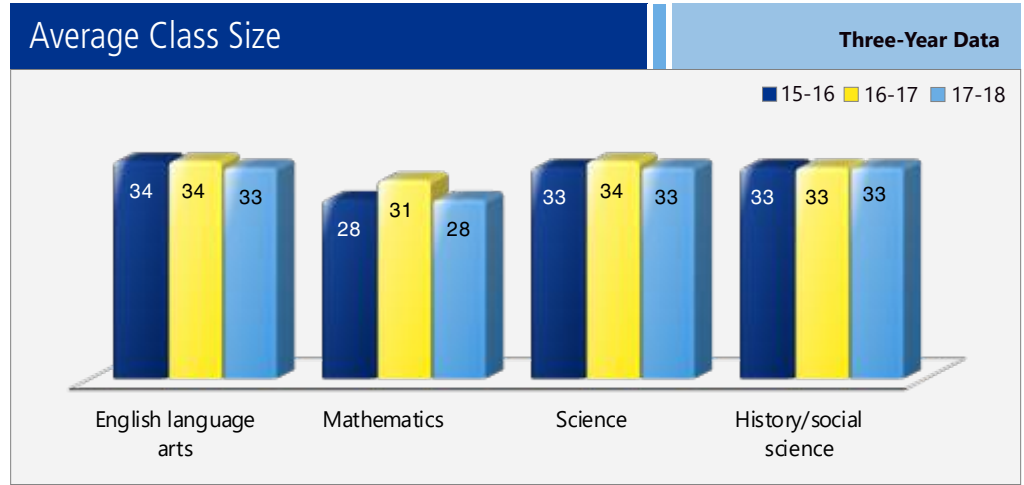
Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Kraemer MS			
	15-16	16-17	17-18
Suspension rates	6.5%	4.1%	4.0%
Expulsion rates	0.1%	0.0%	0.2%
PYLUSD			
	15-16	16-17	17-18
Suspension rates	2.6%	2.6%	2.8%
Expulsion rates	0.0%	0.1%	0.1%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

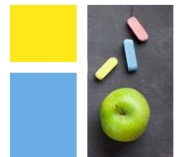


Number of Classrooms by Size

Three-Year Data

Subject	2015-16			2016-17			2017-18		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts		6	18		9	16		10	20
Mathematics	3	21	6	3	13	16	6	11	15
Science	1	7	19		8	21		10	21
History/social science	1	5	22		11	19	2	10	19

Former President John Quincy Adams once said, "Patience and perseverance have a magical effect before which difficulties disappear and obstacles vanish."



School Safety

In accordance with state law, Kraemer Middle School has developed a school safety plan that the School Safety Committee reviews and updates annually. The plan addresses all aspects of campus safety and security, including emergency preparedness, child-abuse reporting, crisis intervention, and safe ingress and egress. The administrative team reviews the plan on an ongoing basis. Regularly scheduled schoolwide fire, emergency and crisis drills are conducted with attention to detail to provide an environment of success. The school safety plan was last reviewed, updated and discussed with the school faculty in October 2018.

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Kraemer MS		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Kraemer MS		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	71%	70%	67%	68%	48%	50%
Mathematics	60%	58%	59%	59%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Kraemer MS
		Grade 7
Four of six standards		22.20%
Five of six standards		22.00%
Six of six standards		12.50%

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 7-8.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 7-8)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	1,054	1,013	96.11%	70.29%
Male	552	536	97.10%	66.98%
Female	502	477	95.02%	74.00%
Black or African-American	11	11	100.00%	45.45%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	296	282	95.27%	97.52%
Filipino	29	29	100.00%	93.10%
Hispanic or Latino	487	475	97.54%	45.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	209	195	93.30%	85.64%
Two or more races	20	19	95.00%	100.00%
Socioeconomically disadvantaged	473	461	97.46%	47.94%
English learners	218	206	94.50%	20.87%
Students with disabilities	72	68	94.44%	26.47%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	1,056	1,024	96.97%	58.40%
Male	553	540	97.65%	57.96%
Female	503	484	96.22%	58.88%
Black or African-American	11	11	100.00%	45.45%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	296	283	95.61%	96.11%
Filipino	29	29	100.00%	89.66%
Hispanic or Latino	488	483	98.98%	26.92%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	210	197	93.81%	74.62%
Two or more races	20	19	95.00%	84.21%
Socioeconomically disadvantaged	474	469	98.95%	30.92%
English learners	219	216	98.63%	11.57%
Students with disabilities	74	71	95.95%	19.72%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Textbooks and Instructional Materials

The deputy superintendent shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials that may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2018. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks will be available for preview in the spring of 2018, for a possible pilot during the 2019-20 school year. The District Curriculum Council may then recommended textbooks for adoption in the spring of 2020, and implementation in 2020-21.

Textbooks and Instructional Materials List

2018-19 School Year

Subject	Textbook	Adopted
English language arts	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt	2017
English language arts	<i>The Language of Literature</i> , McDougal Littell	2010
Mathematics	<i>Big Ideas Math, Course 1</i> ; Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math: Advanced 1</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math, Course 2</i> ; Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math: Advanced 2</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math, Course 3</i> ; Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math: Algebra 1</i> , Houghton Mifflin Harcourt	2015
Mathematics	<i>Big Ideas Math: Geometry</i> , Houghton Mifflin Harcourt	2015
Science	<i>Focus on Life Science</i> , California Edition; Glencoe (2007)	2008
Science	<i>Focus on Physical Science</i> , California Edition; Glencoe (2007)	2007
History/social science	<i>Discovering Our Past: Medieval and Early Modern Times</i> , California Edition; Glencoe (2006)	2007

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2018-19 School Year
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2018-19 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2018-19 School Year

Data collection date	9/11/2018
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Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be completed before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.



School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals and the custodial supervisor work with the site custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Kraemer Middle School was first constructed in 1959. There have been continual modernization and building additions throughout the life of the school. A new office was built in 2010, and a new library media center was built in 2011.

The school is in very good condition with fully modernized classrooms with interactive classroom technology in each room.

Additional features include multiple athletic fields, a multipurpose room, three computer labs, two music rooms, an art facility, a video production room and five fully functioning science laboratories.

The campus is kept safe and secure by a full-time campus supervisor, two noon supervisors, and constant supervision by administrators and teachers.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	5/10/2018	
Date of the most recent completion of the inspection form	5/10/2018	

School Description

Kraemer Middle School is one of six middle schools in the Placentia-Yorba Linda Unified School District. It was built in 1959 on 22.7 acres at the corner of North Angelina Drive and Alta Vista Street in the city of Placentia. The school is named for Daniel Kraemer, Placentia's first European settler, who came from Illinois in 1865 and bought 3,900 acres that had been part of a ranch granted to Juan Pacifico Ontiveros by the Mexican government in 1837.

Kraemer's diverse student population is about 1,085 students. Kraemer is the district's middle school Gifted and Talented Education (GATE) magnet school and feeds into Valencia High School, which is situated adjacent to Kraemer.

Excellence in academics is realized through a structured curriculum, with quality instruction focused on the California State Content Standards. Programs that support academic achievement are:

- GATE magnet
- Honors curriculum for high achievers
- AVID (Advancement Via Individual Determination)
- You Be the Chemist Challenge
- Science Olympiad
- Math Counts
- Speech and Debate
- Battle of the Books
- National Junior Honor Society
- Constitution Bowl

We believe that a strong performing and visual arts program is central to student learning and achievement. Kraemer offers the following exemplary arts classes and activities:

- Beginning and intermediate instrumental classes
- Marching band and color guard
- Concert band
- Jazz band
- String orchestra
- Online newspaper and video production
- Vocal ensemble
- Art and crafts classes
- Dance team
- Hip-hop

We enrich students' lives by offering a comprehensive, award-winning activities program:

- Student leadership classes—recognized by the national and state associations of activities directors (eighth grade)
- AVID
- Peer Leadership (seventh grade)
- Curriculum-related activities

We believe that student achievement improves when students feel positively connected to school, staff and teachers who are caring and nurturing and when there is open communication with parents. A positive can-do attitude permeates the daily interactions at Kraemer.

Professional Development

2016-17: All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

2017-18: PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, all PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in CCSS.

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and PBIS. These trainings are provided in the form of all day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

2018-19: PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, Universal Design for Learning (UDL), WICOR (AVID Strategies) and technology. Districtwide training on initiatives such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and Positive Behavioral Interventions and Supports (PBIS) are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on Professional Learning Communities (PLCs) and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaborative team meetings by grade level and department.



Parental Involvement

Administration, teachers, and staff at Kraemer Middle School realize the importance of establishing a strong relationship between parents, school staff, and the neighboring community. Parent involvement is essential in building strong educational bonds. Our school has established a Parent Teacher Association (PTA), School Site Council (SSC), English Language Advisory Committee (ELAC) and Parent Institute. Additionally, our school is working on making communication with our parents a priority. Within these advisory committees, the parent-involvement policy and school-parent compact has been created and approved. Administration communicates public service, attendance and informational items through the Electronic Phone Communication System. Communication is provided in both English and Spanish. Staff uses the online Aeries system to keep parents informed of student progress. Parent nights are offered to guide parents with how the Aeries program works; additionally, computers are set aside for our parents to access Aeries in the school library. The school planners act as another method of academic communication between the teachers, students and parents.

Teachers coordinate efforts to encourage parents to attend back-to-school night, open house and parent-teacher conferences.

There are informational meetings for parents whose children are enrolled in special programs such as AVID, ELD, GATE and Title I. The purpose of these meetings to discuss the goals and objectives of the programs and listen to parent concerns and suggestions. We provide parents with opportunities for regular meetings to participate in decisions relating to the education of their children. Our teachers offer these meetings at flexible times of the day to accommodate working parents.

Parents were invited to attend our informational New School Orientation Night in August in order to begin establishing interest in school programs and school advisory committees. We also plan to provide our incoming seventh-grade parents with an orientation night in the spring. Additional parent nights are offered based on parent interest.

Continued on page 10

Professional Development Days

Three-Year Data

	2016-17	2017-18	2018-19
Kraemer MS	0.5 days	0.5 days	0.5 days



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2017-18 School Year	
Academic Counselors	
FTE of academic counselors	1.6
Average number of students per academic counselor	678
Support Staff	
	FTE
Social/behavioral counselor	0.4
Career development counselor	0.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	0.0
Psychologist	1.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	1.0
Resource specialist (nonteaching)	0.0
Other	
	FTE
Community liaison	0.5



Parental Involvement

Continued from page 9

Our school provides parents of Title I students with an explanation of the curriculum, academic assessments, and proficiency levels students are expected to meet. This information is provided to parents using the following resources:

- Parent conferences conducted by counseling staff
- Parent-orientation meetings
- Opportunities for after-school tutoring
- Back-to-school night
- Individual parent-teacher conferences
- Individualized Education Program (IEP) meetings for students with identified disabilities
- Parent Institute
- ELAC meetings

Parents are encouraged to take an active role in monitoring their child's academic progress, daily attendance, and in fostering a working partnership with the teaching staff and administration at Kraemer Middle School.

For more information on how to become involved at the school, please contact the principal, Keith Carmona, at (714) 996-1551, extension 20001.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	PYLUSD		Kraemer MS	
	18-19	16-17	17-18	18-19
Teachers				
With a full credential	1,060	38	42	40
Without a full credential	5	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Kraemer MS		
	16-17	17-18	18-19
Teachers			
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2016-17 Fiscal Year	
	PYLUSD	Similar Sized District	
Beginning teacher salary	\$44,188	\$47,903	
Midrange teacher salary	\$81,921	\$74,481	
Highest teacher salary	\$102,774	\$98,269	
Average elementary school principal salary	\$115,316	\$123,495	
Average middle school principal salary	\$117,673	\$129,482	
Average high school principal salary	\$134,603	\$142,414	
Superintendent salary	\$297,000	\$271,429	
Teacher salaries: percentage of budget	37%	35%	
Administrative salaries: percentage of budget	5%	5%	

Financial Data Comparison

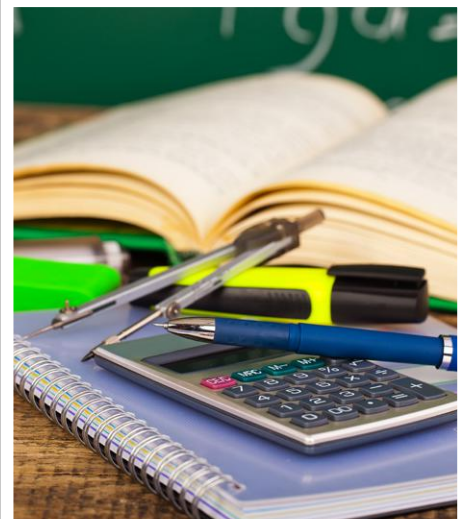
This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary	
Kraemer MS	\$5,108	\$80,424	
PYLUSD	\$7,712	\$83,938	
California	\$7,125	\$80,764	
School and district: percentage difference	-33.8%	-4.2%	
School and California: percentage difference	-28.3%	-0.4%	

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$5,938
Expenditures per pupil from restricted sources	\$831
Expenditures per pupil from unrestricted sources	\$5,108
Annual average teacher salary	\$80,424



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

