Santa Maria-Bonita School District
Tunnell Elementary School

Grades TK through 6
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2014-15 School Accountability Report Card
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**2015-16
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Principal's Message

I'd like to welcome you to Tunnell Elementary School's Annual School Accountability Report Card. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities.

Tunnell Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, challenging curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Tunnell Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

All students should have the opportunity to succeed to their fullest potential through the united efforts of students, staff, parents and the community while on a safe campus.

School Profile

Tunnell Elementary School is located in the northeastern region of Santa Maria and serves students in grades transitional kindergarten through six following a modified year-round calendar. At the beginning of the 2014-15 school year, 916 students were enrolled, including 9.5% in special education, 45.2% qualifying for English Language Learner support, and 74.8% qualifying for free or reduced price meals.

Student Enrollment by Ethnicity / Grade Level 2014-15				
Ethnic Group	%		Grade Level	#
African-Amer.	0.80%		Transitional Kindergarten	36
Amer. Indian or Alaskan Native	0.70%		Kindergarten	145
Asian	0.20%		Grade 1	121
Filipino	1.60%		Grade 2	136
Hisp. or Latino	87.30%		Grade 3	125
Pacific Islander	0.10%		Grade 4	127
Caucasian	7.60%		Grade 5	132
Multi-Racial	1.60%		Grade 6	94
Students with Disabilities	9.50%		Ungraded	0
Economically Disadvantaged	74.80%			
English Learners	45.20%			
Foster Youth	1.00%			
			Total Enrollment	916

Student Achievement

Physical Fitness

In the spring of each year, Tunnell Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be in the "healthy fitness zone." The chart provided in this document reports only the percentage in each category, not a cumulative total of the results for categories 4 of 6 and 5 of 6. Comparative district and state results can be found at the CDE's website.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
	Number of Standards Met:		
Grade Tested	Four of Six	Five of Six	Six of Six
Fifth	14.2	22.4	17.9

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

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

Adequate Yearly Progress (AYP) Results Reported by Criteria & Compared to District and State Performance 2014-15			
Did the school, district, and state meet or exceed 2015 AYP performance criteria in each of the areas listed below?			
AYP Criteria	TES	SMBSD	California
Overall Results	Yes	Yes	Yes
Participation Rate			
English Language Arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Percent Proficient			
English Language Arts	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Tunnell Elementary School qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I Program Improvement (PI) Status 2015-16		
	TES	**SMBSD**
PI Status	In PI	In PI
First Year of PI	2006-2007	2004-2005
Year in PI	Year 5	Year 3
No. of Schools Currently in PI		18
% of Schools Currently in PI		94.7%

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

California Standardized Tests (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level. The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the CDE's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Standards Tests for All Students in Science -- Three-Year Comparison									
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	Tunnell Elementary School			District			California		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science (grades 5, 8, and 10)	31	41	25	37	34	30	59	60	56

California Standards Tests Results by Student Group in Science (School Year 2014-15)	
Group	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**
All Students (District)	30
All Students (School)	25
Male	27
Female	23
African-Amer.	--
Amer. Indian or Alaskan Native	--
Asian	--
Filipino	--
Hisp. or Latino	23
Pacific Islander	--
Caucasian	30
Multi-Racial	--
English Learners	12
Economically Disadvantaged	--
Migrant Educ.	--
Students with Disabilities	23
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

California Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress All Students Percentage of Students Meeting or Exceeding the State Standards 2014-15			
	Tunnell Elementary School	District	California
English-Language Arts/Literacy	20	23	44
Mathematics	15	17	33

Note: Students in grades 3-8 and 11 are given this test. Percentages are not calculated when the number of students is ten or less, either because the number of students in this cateogry is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

2014-15 CAASPP Assessment Results Disaggregated by Student Groups

English Language Arts - Grade 3

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	125	125	100.0	54	21	18	7
Male	125	54	43.2	63	20	11	6
Female	125	71	56.8	46	21	24	8
Asian	125	1	0.8	--	--	--	--
Filipino	125	3	2.4	--	--	--	--
Hisp. or Latino	125	112	89.6	56	21	17	6
Caucasian	125	7	5.6	--	--	--	--
Multi-Racial	125	2	1.6	--	--	--	--
English Learners	125	69	55.2	65	17	13	4
Economically Disadvantaged	125	94	75.2	62	14	16	9
Migrant Educ.	125	6	4.8	--	--	--	--
Students with Disabilities	125	11	8.8	100	0	0	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 3

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	125	125	100.0	42	27	25	6
Male	125	54	43.2	46	26	24	4
Female	125	71	56.8	39	28	25	7
Asian	125	1	0.8	--	--	--	--
Filipino	125	3	2.4	--	--	--	--
Hisp. or Latino	125	112	89.6	46	27	22	5
Caucasian	125	7	5.6	--	--	--	--
Multi-Racial	125	2	1.6	--	--	--	--
English Learners	125	69	55.2	54	25	17	4
Economically Disadvantaged	125	94	75.2	47	28	20	5
Migrant Educ.	125	6	4.8	--	--	--	--
Students with Disabilities	125	11	8.8	100	0	0	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 4

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	130	128	98.5	57	27	12	4
Male	130	69	53.1	58	26	13	3
Female	130	59	45.4	56	29	10	5
African-Amer.	130	2	1.5	--	--	--	--
Amer. Indian or Alaskan Native	130	1	0.8	--	--	--	--
Filipino	130	3	2.3	--	--	--	--
Hisp. or Latino	130	112	86.2	57	25	13	4
Caucasian	130	9	6.9	--	--	--	--
Multi-Racial	130	1	0.8	--	--	--	--
English Learners	130	62	47.7	58	26	15	2
Economically Disadvantaged	130	93	71.5	58	25	13	4
Migrant Educ.	130	5	3.8	--	--	--	--
Students with Disabilities	130	9	6.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 4

Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	130	128	98.5	42	42	13	3
Male	130	69	53.1	35	45	16	4
Female	130	59	45.4	51	39	8	2
African-Amer.	130	2	1.5	--	--	--	--
Amer. Indian or Alaskan Native	130	1	0.8	--	--	--	--
Filipino	130	3	2.3	--	--	--	--
Hisp. or Latino	130	112	86.2	44	41	12	4
Caucasian	130	9	6.9	--	--	--	--
Multi-Racial	130	1	0.8	--	--	--	--
English Learners	130	62	47.7	47	42	10	2
Economically Disadvantaged	130	93	71.5	42	41	13	4
Migrant Educ.	130	5	3.8	--	--	--	--
Students with Disabilities	130	9	6.9	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 5				Percent Performance Level			
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	133	133	100.0	68	18	11	2
Male	133	66	49.6	70	24	5	2
Female	133	67	50.4	67	12	18	3
African-Amer.	133	1	0.8	--	--	--	--
Amer. Indian or Alaskan Native	133	1	0.8	--	--	--	--
Asian	133	1	0.8	--	--	--	--
Filipino	133	1	0.8	--	--	--	--
Hisp. or Latino	133	114	85.7	68	18	12	3
Caucasian	133	15	11.3	73	20	7	0
English Learners	133	44	33.1	89	11	0	0
Economically Disadvantaged	133	96	72.2	73	15	10	2
Migrant Educ.	133	5	3.8	--	--	--	--
Students with Disabilities	133	16	12.0	94	6	0	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 5				Percent Performance Level			
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	133	133	100.0	68	27	4	1
Male	133	66	49.6	65	30	5	0
Female	133	67	50.4	72	24	3	1
African-Amer.	133	1	0.8	--	--	--	--
Amer. Indian or Alaskan Native	133	1	0.8	--	--	--	--
Asian	133	1	0.8	--	--	--	--
Filipino	133	1	0.8	--	--	--	--
Hisp. or Latino	133	114	85.7	69	26	4	1
Caucasian	133	15	11.3	73	27	0	0
English Learners	133	44	33.1	84	16	0	0
Economically Disadvantaged	133	96	72.2	70	24	5	1
Migrant Educ.	133	5	3.8	--	--	--	--
Students with Disabilities	133	16	12.0	94	6	0	0
Foster Youth	--	--	--	--	--	--	--

English Language Arts - Grade 6				Percent Performance Level			
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	96	94	97.9	38	36	23	2
Male	96	47	49.0	43	38	19	0
Female	96	47	49.0	34	34	28	4
African-Amer.	96	2	2.1	--	--	--	--
Amer. Indian or Alaskan Native	96	1	1.0	--	--	--	--
Filipino	96	2	2.1	--	--	--	--
Hisp. or Latino	96	82	85.4	37	35	26	2
Pacific Islander	96	1	1.0	--	--	--	--
Caucasian	96	6	6.3	--	--	--	--
English Learners	96	24	25.0	71	25	4	0
Economically Disadvantaged	96	72	75.0	38	36	24	3
Migrant Educ.	96	1	1.0	--	--	--	--
Students with Disabilities	96	13	13.5	100	0	0	0
Foster Youth	--	--	--	--	--	--	--

Mathematics - Grade 6				Percent Performance Level			
Student Groups	Total Enrollment	# Tested	% Tested of All Students Total Enrollment	1	2	3	4
All Students	96	93	96.9	44	47	8	1
Male	96	47	49.0	49	47	4	0
Female	96	46	47.9	39	48	11	2
African-Amer.	96	2	2.1	--	--	--	--
Amer. Indian or Alaskan Native	96	1	1.0	--	--	--	--
Filipino	96	2	2.1	--	--	--	--
Hisp. or Latino	96	81	84.4	42	48	9	1
Pacific Islander	96	1	1.0	--	--	--	--
Caucasian	96	6	6.3	--	--	--	--
English Learners	96	23	24.0	74	26	0	0
Economically Disadvantaged	96	71	74.0	44	46	8	1
Migrant Educ.	96	1	1.0	--	--	--	--
Students with Disabilities	96	13	13.5	100	0	0	0
Foster Youth	--	--	--	--	--	--	--

Note: 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 students that did not receive a score; 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 students with scores.

Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Pupil Achievement – State Priority 4: Covered in California Assessment of Student Performance and Progress, including the CST - Science Results and CAASPP charts.

Other Pupil Outcomes – State Priority 8: Covered in Physical Fitness including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), parent conferences, the school marquee, the school website, and Tunnell School newsletters. Contact the office manager at (805) 361-7940 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone Field Trips
Classroom Helper
Special Events
Parent Teacher Association

Committees
District English Learner Advisory Council
Parent Teacher Association
School Site Council
District Advisory Council

School Activities
Back to School Night
Open House
Sports Events
Parent Nights
Spring Carnival
Jog-A-Thon
Food Drive
Field Trips
Parent Education Classes
Parent Teacher Conferences

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Tunnell Elementary School's original facilities were built in 1967; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

• Installation of new tables in the Multipurpose Room
• Installation of new locks on all doors throughout campus
• School improvements by "Give & Grow" grant sponsored by Zodiac Aerospace

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Tunnell Elementary School. The day custodian is responsible for:

• Cafeteria setup/cleanup
• Groundskeeping
• Restroom cleaning
• Trash removal

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

• Classroom cleaning
• Office area cleaning
• Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Campus Description	
Year Built	1967
Acreage	8.5
Square Footage	-
	Quantity
Permanent Classrooms	23
Portable Classrooms	11
Restrooms (sets)	4
Band Room	1
Cafeteria	1
Library	1
Computer Lab	1
School Garden	1
Staff Lounge	1
Staff Work Room	1
Theater/Stage	1

Deferred Maintenance
Santa Maria-Bonita School District allocates deferred maintenance money to fund the repairs or replacement of existing school building components which typically include projects such as roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting and flooring systems. During the 2014-15 school year, Santa Maria-Bonita School District allocated $63,149 of deferred maintenance funds for the following projects at Tunnell Elementary School:

• Flooring repairs
• In-wall tables and bench repairs

Facilities Inspection
The district's maintenance department inspects Tunnell Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Tunnell Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Tuesday, September 29, 2015. No emergency repairs

were needed and no unsafe conditions were found. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Tuesday, September 29, 2015			
Item Inspected	Repair Status		
	Good	Fair	Poor
A. Systems	✔		
B. Interior	✔		
C. Cleanliness	✔		
D. Electrical	✔		
E. Restrooms / Fountains	✔		
F. Safety	✔		
G. Structural	✔		
H. External	✔		

Overall Summary of School Facility Good Repair Status			
Exemplary	Good	Fair	Poor
✔			

Rating Description
Exemplary: The school meets most or all standards of good repair. Deficiencies noted, if any, are not signifcant and/or impact a very small area of the school.

Campus Supervision
School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, assistant principal, outreach consultant, cafeteria supervisor, lead teacher, and an instructional assistant are strategically assigned to designated entrance areas and the playground. The principal, assistant principal, and four playground supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, assistant principal, outreach consultant, lead teacher, and certificated staff monitor student behavior to ensure a safe and orderly departure.

Tunnell Elementary School is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan
The Comprehensive School Site Safety Plan was developed for Tunnell Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2015.

Classroom Environment

Discipline & Climate for Learning
Tunnell Elementary School's discipline practices and behavior management strategies comply with approved board policies and are designed to create effective learning environments and minimize classroom disruptions. Progressive discipline is employed in the classroom for those students experiencing difficulty following school rules, and proactive measures are utilized for those demonstrating positive behavior. Disciplinary intervention is managed by school administrators in a fair, firm, and consistent manner based upon the nature of each situation.

Suspensions & Expulsions			
	12-13	13-14	14-15
TES			
# of Students Suspended	24	31	33
# of Students Expelled	0	0	0
SMBSD			
# of Students Suspended	738	860	908
# of Students Expelled	5	1	2
California			
# of Students Suspended	329370	279383	243603
# of Students Expelled	8266	6611	5692

Chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size
The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students. Calculations exclude classrooms of 50 or more students.

Class Size Distribution Self-Contained Classes				
2012-13				
	Avg. Class	**Number of Classrooms**		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	30.8		4	
1	28.3		4	
2	29.8		4	
3	30.3		4	
4	27.0		3	
5	27.3		4	
6	34.0			3
2013-14				
	Avg. Class	**Number of Classrooms**		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	29.0		6	
1	28.0		4	
2	26.0		5	
3	29.0		4	
4	31.0		4	
5	32.0		3	1
6	30.0		3	
2014-15				
	Avg. Class	**Number of Classrooms**		
Grade	**Size**	**1-20**	**21-32**	**33+**
K	28.8		6	
1	27.5		4	
2	26.0		5	
3	29.3		4	
4	30.5		4	
5	31.5		3	1
6	29.7			3

Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Tunnell Elementary School revolve around the California State Standards. During the 2014-15 school year, Tunnell Elementary School held staff development training devoted to:

• Common Core State Standards - English Language Arts & Math
• Response to Intervention

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Tunnell Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on

previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Tunnell Elementary School's teachers attended the following workshops or events hosted by the Santa Maria-Bonita School District:

• Anchor Standards & ELA Shifts
• Assessment Planning
• Close Reading
• Collaborative Conversations
• Common Core Art/Music
• Common Core Curriculum Development
• Common Core Physical Education
• Digging Deeper
• English Language Arts
• GATE Training
• Google for Education
• Language Development / Vocabulary
• Lead Learners
• Math
• Report Cards
• Safety: First Aid/Search & Rescue
• Science
• SharpSchool Administration
• Smarter Balanced Using OARS/INSPECT
• Social Studies
• Technology Training
• Transitional Kindergarten Planning

Tunnell Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Staff Development Days Three-Year Trend		
2012-13	**2013-14**	**2014-15**
1	1	1

Instructional Materials

All textbooks used in the core curriculum at Tunnell Elementary School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 09, 2015, the Santa Maria-Bonita School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution 15-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the

extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, Santa Maria-Bonita School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Pupils Lacking Textbooks
English Language Arts		
2010	Macmillan/McGraw-Hill, *California Treasures*	0 %
English/Language Arts with ELD Materials		
2010	National Geographic / Hampton Brown, *Inside Language, Literacy and Content*	0 %
History-Social Science		
2006	Harcourt School Publishers, *Reflections: California Series*	0 %
Mathematics		
2015	Houghton Mifflin Harcourt School Publishers, *California Go Math*	0 %
2015	McGraw Hill, *My Math*	0 %
Science		
2008	Harcourt School Publishers, *California Science*	0 %
2008	Scott Foresman, *California Science*	0 %

Specialized Instruction

All curriculum and instruction are being aligned to the California State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students are placed in one of the designated GATE classes according to their grade level. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Tunnell Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English learners are grouped

by their ability each day for Language Arts instruction by a certified teacher. Instruction focuses on reinforcement of class lessons, reading intervention, and targeted support in areas of need. All students receive English Language Development instruction as a supplement to their regular language arts instruction. Tunnell Elementary School's teachers utilize McMillan McGraw Hill's California Treasures series, a state-approved reading intervention program and textbook adoption. English learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Tunnell Elementary School's special education program is staffed by a resource teacher and four Special Day Class teachers. Instruction is provided in the least restrictive environment and based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with small group and individualized instruction in the resource room. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Tunnell Elementary School takes advantage of the district's participation in the Santa Barbara Special Education Local Plan Area, which provides a pool of professional resources and expertise in the field of special education.

Tunnell Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Student Study Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

• ASES (After School Education & Safety)
• Teacher Tutors
• Schoolwide Response to Intervention Program

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments, daily classwork, homework, and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Professional Staff

Counseling & Support Staff

Tunnell Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table

in this report illustrates the availability of non-instructional support staff to Tunnell Elementary School's students. Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors & Support Personnel (Nonteaching Professional Staff) 2014-15		
	No. of Staff	FTE
Academic Counselor	0	0
Adaptive PE	1	0.4
Computer Lab Technician	1	0.5
Health Technician	1	1.0
Library Media Technician	1	1.0
Nurse	1	0.2
Outreach Consultant	1	1.0
Psychologist	1	0.2
Speech Therapist	1	0.2

Note: One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

Teacher Assignment

During the 2014-15 school year, Tunnell Elementary School had 30 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. In the table below, which identifies the number of classrooms taught by NCLB-compliant and non-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Percentage of Core Classes 2014-15		
	Taught by NCLB-Compliant Teachers	Taught by non-NCLB- Compliant Teachers
Tunnell Elementary School	100.0 %	0.0 %
District Totals		
All Schools	100.0 %	0.0 %
High-Poverty	100.0 %	0.0 %
Low-Poverty	0.0 %	0.0 %

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

Teacher Credentials & Assignments				
	TES			SMBSD
	13-14	14-15	15-16	15-16
Total Teachers	26	30	28	585
Teachers with full credentials	26	30	28	585
Teachers without full credentials	0	0	0	0
Teachers teaching outside subject area of competence (with full credential)	0	0	0	2
Teacher misassignments for English learners	0	0	0	0
Total teacher misassignments	0	0	0	0
Vacant teacher positions	0	0	0	0

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

*Total teacher misassignments includes the number of misassignments of teachers of English learners.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2013-14		
	SMBSD	State Average of Districts in Same Category
Beginning Teacher Salary	$47,483	$43,091
Mid-Range Teacher Salary	$75,982	$70,247
Highest Teacher Salary	$94,830	$89,152
Superintendent Salary	$194,647	$192,072
Average Principal Salaries:		
Elementary School	$113,792	$112,492
Percentage of Budget:		
Teacher Salaries	40%	41%
Administrative Salaries	5%	6%

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

Expenditures Per Student

For the 2013-14 school year, Santa Maria-Bonita School District spent an average of $7,703 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Santa Maria-Bonita School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received categorical, special education, and support programs funds for:

• After School Learning & Safe Neighborhood Partnerships
• California Clean Energy Jobs Act
• Common Core State Standards Implementation
• Education Protection Account
• Lottery: Instructional Materials
• Medi-Cal Billing Option
• Other Local: Locally defined
• Quality Education Investment Act
• Special Education
• State Lottery
• Title I
• Title II
• Title III
• Title X, McKinney-Vento Homeless Assistance

Expense of Education Per Pupil 2013-14					
	Dollars Spent per Student				
	TES	SMBSD	% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
ADA*	811	N/A	N/A	N/A	N/A
Total**	$4,664	N/A	N/A	N/A	N/A
Restr.†	$884	N/A	N/A	N/A	N/A
Unrestr.††	$3,779	$4,581	82.50	$5,348	70.67
Avg. Teacher Salary	$67,753	$74,999	90.34	$72,993	92.82

Note: Cells with N/A values do not require data.
* Average Daily Attendance

SARC Data

DataQuest

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Tunnell Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST & CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Tunnell Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Tunnell Elementary School is Santa Maria Public Library.

Address: 421 S. McClelland St., Santa Maria
Phone Number: (805) 925-0994
WebSite: http://www.ci.santa-maria.ca.us/210.shtml
Number of Computers Available: 107

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Santa Maria-Bonita School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.