

Santa Maria-Bonita School District
Tommie Kunst Junior High School

Grades 7 through 8
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2015-16 School Accountability Report Card
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**2016-17
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Principal's Message

I'd like to welcome you to Tommie Kunst Junior High 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.

Tommie Kunst Junior High 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 Tommie Kunst Junior High 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

Tommie Kunst Junior High School is a community of students, staff and parents dedicated to developing the abilities and talents of individuals in a positive, supportive environment promoting academic excellence. Students are encouraged to honor themselves, respect and communicate well with others, and be self-motivated, life-long learners. Through physical, social, and intellectual opportunities, students strive to be the best they can be.

School Profile

Tommie Kunst Junior High School is located in the northern region of Santa Maria and serves students in grades seven through eight following a modified year-round calendar. At the beginning of the 2015-16 school year, 770 students were enrolled, including 10.6% in special education, 20.8% qualifying for English Language Learner support, and 83.2% qualifying for free or reduced price lunch.

| Student Enrollment by Ethnicity / Grade Level 2015-16 | | | |
|--|--------|-------------|-----|
| Ethnic Group | % | Grade Level | # |
| African-Amer. | 1.30% | Grade 7 | 363 |
| Amer. Indian or Alaskan Native | 0.50% | Grade 8 | 407 |
| Asian | 1.20% | Ungraded | 0 |
| Filipino | 3.40% | | |
| Hisp. or Latino | 88.10% | | |
| Pacific Islander | 0.30% | | |
| Caucasian | 5.20% | | |
| Multi-Racial | 0.10% | | |
| Students with Disabilities | 10.60% | | |
| Economically Disadvantaged | 83.20% | | |
| English Learners | 20.80% | | |
| Foster Youth | 0.50% | | |
| Total Enrollment | | | 770 |

Student Achievement

Physical Fitness

In the spring of each year, Tommie Kunst Junior High School is required by the state to administer a physical fitness test to all students in grade seven. 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 2015-16 | | | |
|---|--------------------------|-------------|------------|
| Grade Tested | Number of Standards Met: | | |
| | Four of Six | Five of Six | Six of Six |
| Seventh | 20.6% | 22.5% | 15.7% |

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.

Federal Intervention Program

The passage of the Every Student Succeeds Act (ESSA), reauthorizing the Elementary and Secondary Education Act (ESEA) in December 2015, 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 2015-16, Tommie Kunst Junior High 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. Most of the new provisions under ESSA do not take effect until the 2017-18 school year making 2016-17 a transition year. 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 2016-17 | | |
|--|-----------|-----------|
| | TKJHS | SMBSD |
| PI Status | In PI | In PI |
| First Year of PI | 2009-2010 | 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 Assessment of Student Performance and Progress

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in Science in grades five, eight and ten, and 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 California State Standards 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. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/cal/.

| CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students | | | | | | |
|---|---|-------|----------|-------|------------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | Tommie Kunst Junior High School | | District | | California | |
| | 14-15 | 15-16 | 14-15 | 15-16 | 14-15 | 15-16 |
| English-Language Arts/Literacy (grades 3-8 and 11) | 41 | 44 | 23 | 27 | 44 | 48 |
| Mathematics (grades 3-8 and 11) | 30 | 32 | 17 | 19 | 33 | 36 |

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 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.

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 7 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 379 | 369 | 97.36 | 40.65 |
| Male | 184 | 177 | 96.20 | 35.59 |
| Female | 195 | 192 | 98.46 | 45.31 |
| African-Amer. | -- | -- | -- | -- |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 339 | 331 | 97.64 | 39.27 |
| Pacific Islander | -- | -- | -- | -- |
| Caucasian | 17 | 17 | 100.00 | 47.06 |
| English Learners | 81 | 73 | 90.12 | 2.74 |
| Economically Disadvantaged | 316 | 309 | 97.78 | 38.19 |
| Migrant Educ. | 21 | 19 | 90.48 | 21.05 |
| Students with Disabilities | 40 | 39 | 97.50 | 2.56 |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups English Language Arts - Grade 8 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 413 | 403 | 97.58 | 46.90 |
| Male | 222 | 216 | 97.30 | 40.28 |
| Female | 191 | 187 | 97.91 | 54.55 |
| African-Amer. | -- | -- | -- | -- |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 18 | 17 | 94.44 | 76.47 |
| Hisp. or Latino | 355 | 347 | 97.75 | 44.96 |
| Pacific Islander | -- | -- | -- | -- |
| Caucasian | 24 | 24 | 100.00 | 54.17 |
| Multi-Racial | -- | -- | -- | -- |
| English Learners | 52 | 48 | 92.31 | 4.17 |
| Economically Disadvantaged | 346 | 338 | 97.69 | 43.49 |
| Migrant Educ. | 22 | 21 | 95.45 | 52.38 |
| Students with Disabilities | 46 | 42 | 91.30 | -- |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 7 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 379 | 376 | 99.21 | 28.34 |
| Male | 184 | 182 | 98.91 | 21.11 |
| Female | 195 | 194 | 99.49 | 35.05 |
| African-Amer. | -- | -- | -- | -- |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hisp. or Latino | 339 | 336 | 99.12 | 26.87 |
| Pacific Islander | -- | -- | -- | -- |
| Caucasian | 17 | 17 | 100.00 | 23.53 |
| English Learners | 81 | 79 | 97.53 | 3.85 |
| Economically Disadvantaged | 316 | 315 | 99.68 | 26.43 |
| Migrant Educ. | 21 | 21 | 100.00 | 23.81 |
| Students with Disabilities | 40 | 40 | 100.00 | 2.50 |
| Foster Youth | -- | -- | -- | -- |

| 2015-16 CAASPP Assessment Results Disaggregated by Student Groups Mathematics - Grade 8 | | | | |
|--|------------------|----------|----------|--|
| Student Groups | Total Enrollment | # Tested | % Tested | % Meeting or Exceeding State Standards |
| All Students | 413 | 408 | 98.79 | 36.03 |
| Male | 222 | 219 | 98.65 | 31.96 |
| Female | 191 | 189 | 98.95 | 40.74 |
| African-Amer. | -- | -- | -- | -- |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 18 | 18 | 100.00 | 61.11 |
| Hisp. or Latino | 355 | 351 | 98.87 | 34.19 |
| Pacific Islander | -- | -- | -- | -- |
| Caucasian | 24 | 24 | 100.00 | 37.50 |
| Multi-Racial | -- | -- | -- | -- |
| English Learners | 52 | 51 | 98.08 | 5.88 |
| Economically Disadvantaged | 346 | 342 | 98.84 | 33.04 |
| Migrant Educ. | 22 | 22 | 100.00 | 50.00 |
| Students with Disabilities | 46 | 43 | 93.48 | -- |
| Foster Youth | -- | -- | -- | -- |

| CAASPP Test Results in Science for All Students | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|------------|-------|-------|
| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | Tommie Kunst Junior High School | | | District | | | California | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Science (grades 5, 8, and 10) | 44 | 33 | 45 | 34 | 30 | 30 | 60 | 56 | 54 |

| CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16) | | | | |
|--|------------------|------------------------------|------------------------------|--|
| Student Groups | Total Enrollment | # Students with Valid Scores | % Students with Valid Scores | % Meeting or Exceeding State Standards |
| All Students | 413 | 406 | 98.31 | 45.32 |
| Male | 222 | 218 | 98.20 | 45.87 |
| Female | 191 | 188 | 98.43 | 44.68 |
| African-Amer. | -- | -- | -- | -- |
| Amer. Indian or Alaskan Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | 18 | 18 | 100.00 | 66.67 |
| Hisp. or Latino | 355 | 349 | 98.31 | 42.98 |
| Pacific Islander | -- | -- | -- | -- |
| Caucasian | 24 | 24 | 100.00 | 58.33 |
| Multi-Racial | -- | -- | -- | -- |
| English Learners | 52 | 52 | 100.00 | 21.15 |
| Economically Disadvantaged | 346 | 341 | 98.55 | 42.52 |
| Students with Disabilities | 46 | 44 | 95.65 | 27.27 |
| 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.

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

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

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

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

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 attending school events.

Parents stay informed on upcoming events and school activities through Parent Square (automated telephone message delivery system), parent conferences, the school marquee, and the school website. Contact Principal Sharon Shell at (805) 361-5840 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Fundraising Activities

Office Helper
Eighth Grade Graduation Dance/Party

Committees

English Learner Advisory Council
School Site Council
Parent Teacher Student Committee (PTSC)

School Activities

Back to School Night
Open House
Sports Events
Student Performances
Field Trips
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. Tommie Kunst Junior High School's original facilities were built in 2004; 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:

- Addition of two new buildings with 12 classrooms (completed)
- Retrofit two two-story buildings (2015-16)

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 three evening custodians (two full-time and one part-time) are assigned to Tommie Kunst Junior High School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Restroom cleaning

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 | 2004 |
| Acreage | 12.89 |
| Square Footage | - |
| | Quantity |
| Permanent Classrooms | 50 |
| Portable Classrooms | 4 |
| Restrooms (sets) | 5 |
| Band Room | 1 |
| Computer Lab(s) | 2 |
| Library | 1 |
| Administration Building | 1 |
| Gymnasium | 1 |
| Multipurpose Room with Stage | 1 |
| Staff Lounge | 1 |
| Teacher Work Room | 1 |

Deferred Maintenance

Tommie Kunst Junior High School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2015-16 school year, Santa Maria-Bonita School District allocated \$836 of deferred maintenance funds for flooring systems at Tommie Kunst Junior High School.

Facilities Inspection

The district's maintenance department inspects Tommie Kunst Junior High School on an annual basis in accordance with Education Code §17592.72(c)(1). Tommie Kunst Junior High 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 Friday, October 28, 2016. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

| School Facility Good Repair Status Most Recent Inspection: Friday, October 28, 2016 | | | |
|--|---------------|------|------|
| 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 significant 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, dean of students, teachers, and counselors patrol the campus, entrance areas, and designated common areas. The administrative team and noon supervisors monitor lunch time activity in the cafeteria and common student activity areas. At the end of the day when students are dismissed, the principal, assistant principal, dean of students, and counselors monitor student behavior and ensure students either leave campus or travel to after-school activities in a safe and orderly manner.

Tommie Kunst Junior High 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 Tommie Kunst Junior High 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 2016.

Classroom Environment

Discipline & Climate for Learning

Tommie Kunst 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 | | | |
|--------------------------|------------|--------|--------|
| | 13-14 | 14-15 | 15-16 |
| | TKJHS | | |
| # of Students Suspended | 76 | 80 | 51 |
| # of Students Expelled | 0 | 0 | 0 |
| | SMBSD | | |
| # of Students Suspended | 860 | 1282 | 771 |
| # of Students Expelled | 1 | 2 | 3 |
| | California | | |
| # of Students Suspended | 279383 | 243603 | 230389 |
| # of Students Expelled | 6611 | 5692 | 6227 |

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.

Teaching Load

The Teaching Load Distribution table in this report illustrates the distribution of class sizes by subject area, 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.

| Teaching Load Distribution Departmentalized Instruction | | | | |
|--|-----------------|----------------------|-------|-----|
| Subject | Avg. Class Size | 2013-14 | | |
| | | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 24.0 | 11 | 17 | 4 |
| Mathematics | 30.0 | 4 | 11 | 9 |
| Science | 31.0 | | 9 | 3 |
| Social Science | 30.0 | | 9 | 3 |
| Subject | Avg. Class Size | 2014-15 | | |
| | | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 25.0 | 8 | 22 | 1 |
| Mathematics | 27.0 | 7 | 21 | 1 |
| Science | 29.0 | 1 | 10 | 2 |
| Social Science | 30.0 | | 11 | 1 |
| Subject | Avg. Class Size | 2015-16 | | |
| | | Number of Classrooms | | |
| | | 1-22 | 23-32 | 33+ |
| English | 25.0 | 7 | 15 | 8 |
| Mathematics | 27.0 | 8 | 16 | 5 |
| Science | 29.0 | 3 | 11 | 1 |
| Social Science | 30.0 | 3 | 11 | 1 |

**Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.*

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Tommie Kunst Junior High School revolve around the California State Standards. During the 2015-16 school year, Tommie Kunst Junior High School held staff development training devoted to:

- English Language Learner Instructional Strategies
- Teacher Collaboration
- Community School Enrichment
- AVID
- California State Standards

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. Tommie Kunst Junior High School supports ongoing professional growth throughout the year on early release days. Teachers meet in department 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 sessions 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 2015-16 school year, Tommie Kunst Junior High School's teachers attended the following workshops or events hosted by the Santa Maria-Bonita School District:

- California State Standards
- Technology Training
- ELA/ELD Framework
- Building Student Engagement
- Academic Vocabulary
- Writing
- Assessment

Tommie Kunst Junior High 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 | | |
|--|---------|---------|
| 2013-14 | 2014-15 | 2015-16 |
| 1 | 1 | 2 |

Instructional Materials

All textbooks used in the core curriculum at Tommie Kunst Junior High School are 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 adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 14, 2016, 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 16-05 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2016-17 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 | Glencoe/McGraw-Hill, <i>California Treasures</i> | 0 % |
| History-Social Science | | |
| 2006 | McDougal Littell, <i>Creating America</i> | 0 % |
| 2006 | McDougal Littell, <i>Medieval & Early Modern Times</i> | 0 % |
| Mathematics | | |
| 2015 | CPM Educational Program, <i>Core Connections</i> | 0 % |
| Science | | |
| 2008 | Pearson Prentice Hall, <i>Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science</i> | 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 7 through 8 who have been identified as academically gifted through district-administered assessments. Students are placed in honors classes. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Tommie Kunst Junior High 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 may be placed in an ELD (English Language Development) class in lieu of an elective and as a supplement to their core language arts class. Teachers use differentiated instruction strategies to maximize student understanding of lesson content and concepts. Tommie Kunst Junior High School's teachers utilize McMillan McGraw Hill's California Treasures series 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.

Tommie Kunst Junior High School's special education program is staffed by five special education teachers, instructional aides, and resource specialists. 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. Tommie Kunst Junior High 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.

Tommie Kunst Junior High 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 CELDT assessments, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. Intervention strategies include:

- Math Prep
- TK Academy (Saturday School)

- Migrant Homework Club - After School
- AVID (Advancement Via Individual Determination)
- ASES (After School Education & Safety)

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

Tommie Kunst Junior High 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 Tommie Kunst Junior High 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) 2015-16 | | |
|---|--------------|-----|
| | No. of Staff | FTE |
| Academic Counselor | 2 | 2.0 |
| Adaptive PE Specialist | 1 | 0.1 |
| Computer Lab Technician | 1 | 1.0 |
| Dean of Students | 1 | 1.0 |
| Health Assistant | 1 | 1.0 |
| Library Media Technician | 1 | 1.0 |
| Nurse | 1 | 0.2 |
| Psychologist | 1 | 0.2 |
| Resiliency Counselor | 1 | 0.4 |
| Speech Therapist | 1 | 0.4 |

Counselor-to-Student Ratio: 1:385

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 2015-16 school year, Tommie Kunst Junior High School had 31 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 2015-16 | | |
|---------------------------------------|-----------------------------------|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Taught by non-NCLB-Compliant Teachers |
| Tommie Kunst Junior High 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 | | | | |
|---|-------|-------|-------|-------|
| | TKJHS | | | SMBSD |
| | 14-15 | 15-16 | 16-17 | 16-17 |
| Total Teachers | 32 | 31 | 42 | 618 |
| Teachers with full credentials | 32 | 31 | 42 | 618 |
| Teachers without full credentials | 0 | 0 | 0 | 0 |
| Teachers teaching outside subject area of competence (with full credential) | 0 | 0 | 0 | 0 |
| 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: 2014-15 salary comparison data was the most recent data available at the time this report was published.)

| Salary Comparison 2014-15 | | |
|------------------------------------|--------------------------|---|
| | SMBSD | State Average of Districts in Same Category |
| | Beginning Teacher Salary | \$43,949 |
| Mid-Range Teacher Salary | \$79,592 | \$72,868 |
| Highest Teacher Salary | \$99,334 | \$92,972 |
| Superintendent Salary | \$208,989 | \$201,784 |
| Average Principal Salaries: | | |
| Middle School | \$124,225 | \$119,596 |
| Percentage of Budget: | | |
| Teacher Salaries | 37% | 39% |
| Administrative Salaries | 5% | 5% |

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 2014-15 school year, Santa Maria-Bonita School District spent an average of \$9,101 of total general funds to educate each student (based on 2014-15 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 2014-15 school year, the district received categorical, special education, and support programs funds for:

- After School Education & Safety (ASES)
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing and Major Maintenance Account
- 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 2014-15 | | | | | |
|---|---------------------------|----------|------------------------------|------------------------------|------------------------------|
| | Dollars Spent per Student | | | | |
| | TKJHS | SMBSD | % Diff. School & Dist. | State Avg., | % Diff. School & State |
| | | | | Dist. Same Size & Type | |
| ADA* | 747 | N/A | N/A | N/A | N/A |
| Total** | \$8,630 | N/A | N/A | N/A | N/A |
| Restr.† | \$1,704 | N/A | N/A | N/A | N/A |
| Unrestr.†† | \$6,926 | \$7,399 | 93.61 | \$5,677 | 122.00 |
| Avg. Teacher Salary | \$83,750 | \$78,953 | 106.08 | \$75,137 | 111.46 |

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 Tommie Kunst Junior High 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 CAASPP results, enrollment, and staffing.

Public Internet Access Location

Parents may access Tommie Kunst Junior High School's SARC and access the internet at any of the county's public libraries. The closest public library to Tommie Kunst Junior High 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 November 2016.