

Santa Maria-Bonita School District
Tommie Kunst Junior High School

Grades 7 through 8
Ed Cora, Principal



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2007-08 School Accountability Report Card
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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. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. 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

We are here to prepare children to be successful citizens.

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 traditional calendar. At the beginning of the 2007-08 school year, 804 students were enrolled, including 9% in special education, 7.3% identified for migrant education services, 22% qualifying for English Language Learner support, and 66% qualifying for free or reduced price lunch. Tommie Kunst Junior High School achieved a 2008 Academic Performance Index (API) score of 741.

Percentage of Students by Ethnicity
2007-08 Enrollment: 804

Hispanic or Latino	81.34 %
Caucasian	11.19 %
Filipino	4.98 %
African-Amer.	1.12 %
Asian	0.62 %
Amer. Indian or Alaskan Native	0.50 %
Pacific Islander	0.25 %

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 section were acquired in 01/2009. Those to prepare the school facilities section were acquired in 10/2008.

Student Achievement

California English Language Development Test

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Standardized State Assessments

Students at Tommie Kunst Junior High School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with those of other students in the state who took the same test. The STAR is comprised of the California Standards Tests (CST), Aprenda 3, and the California Alternative Performance Assessment (CAPA).

The CST aids in determining the level of individual proficiency required by the state. CAPA is administered to students with significant disabilities who are not able to take the CST. For more information on the STAR Program, please visit <http://star.cde.ca.gov/>.

California Standardized Tests (CST)

The California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. 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. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

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 six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone."

Upon completion of the 2007-08 fitness exam, 17.1% of the grade seven students were in the "healthy fitness zone". Comparative District and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

California Standards Test Results All Students Percentage of Students Scoring at Proficient & Advanced Levels

	Tommie Kunst Junior High School			District			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
Language Arts	39	39	42	29	29	31	42	43	46
Math	46	43	52	43	42	44	40	40	43
Science	37	52	54	24	30	38	35	38	46
Social Science	24	25	25	17	19	18	33	33	36

California Standards Test Results Numerically Significant Ethnic Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Tommie Kunst Junior High School						
	African-Amer.	Amer. Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Caucasian
Language Arts	*	*	*	49	38	*	67
Math	*	*	*	68	49	*	70
Science	*	*	*	55	50	*	78
Social Science	*	*	*	27	21	*	55

California Standards Test Results Other Numerically Significant Subgroups Percentage of Students Scoring at Proficient & Advanced Levels 2007-08

	Tommie Kunst Junior High School					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Educ.
Language Arts	36	48	5	35	2	29
Math	50	54	16	48	17	48
Science	55	53	15	50	9	49
Social Science	27	22	1			11

Academic Performance Index

California uses the results of STAR testing to calculate the Academic Performance Index (API) which is used to measure school performance, set academic growth targets, and monitor progress over time. The API is a numeric index between 200-1000 that measures student performance in grades two through eleven. An API score of 800 is the state's designated performance target for all schools. Test results are weighted and a formula is applied to determine API.

Growth Targets: For schools with an API under 800, the state requires a gain of 5% of the difference between the school's actual API and 800. Growth Targets apply not only schoolwide, but to each numerically significant subgroup as well. Schools/subgroups that have achieved an API of 800 or above must maintain their scores.

Statewide Rank: All schools in California are categorized according to type (elementary, middle, high) and are placed on a scale of 1 to 10, with 10 being the highest.

Similar Schools Rank: School performance is also compared to other similar schools in the state, based on demographic characteristics, and ranked 1 to 10 within a grouping of 100 schools.

Academic Performance Index (API) Three Year Rank Comparison			
	2005	2006	2007
Statewide Rank	6	6	6
Similar Schools Rank	9	10	9

Results generated from 2005, 2006, and 2007 Base API Reports

Academic Performance Index (API) Three Year Performance Comparison			
	API Score	Increase/Decrease in API Score	
Results	2008	2005-06	2006-07 2007-08
Schoolwide - All Students	741	22	-7 7
Ethnic Subgroups			
African-Amer.	*	*	* *
Amer. Indian or Alaskan Native	*	*	* *
Asian	*	*	* *
Filipino	*	*	* *
Hispanic or Latino	725	14	-3 13
Pacific Islander	*	*	* *
Caucasian	*	*	* *
Other Subgroups			
Students with Disabilities	*	*	* *
Economically Disadvantaged	709	15	0 3
English Learners	667	*	-14 -5

Results generated from 2006, 2007, and 2008 Growth API Reports

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 assessment by the year 2014. Meeting Adequate Yearly Progress (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.

For the 2007-08 AYP cycle, elementary and middle schools must achieve a 35.2% or higher proficiency rate in English/Language Arts and 37% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 620 or increasing the API growth by 1 point.

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 Indicator & Compared to District Performance 2007-08		
<i>Did the school and district meet or exceed 2008 AYP performance criteria in each of the areas listed below?</i>		
AYP Indicator	TKJHS	SMBSD
Overall Results	No	No
<i>Participation Rate - 2007-08</i>		
Language Arts	Yes	Yes
Math	Yes	Yes
<i>Percent Proficient (CST Exam)</i>		
Language Arts	No	No
Math	Yes	No
API Score 0 or Increase API by 0 point	Yes	Yes
Graduation Rate	N/A	N/A

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 2007-08, 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. 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		
	TKJHS	SMBSD
PI Status	Not in PI	In PI
Implementation Year	N/A	2004-2005
Year in PI	N/A	Year 3
No. of Schools Currently in PI		14
% of Schools Currently Identified for PI		73.7%

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 the school website, parent conferences, and ConnectEd phone messaging system. Contact the principal at (805) 361-5840 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Office Helper
Chaperone
Eighth Grade Graduation Dance/Party Fundraisers

Committees

School Site Council
English Learner Advisory Council
Parent Teacher Student Committee

School Activities

Back to School Night
Open House
Student Performances
Sports Events
Field Trips
Jog/Walk-a-Thon

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 modernization, 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:

- Added five new portables

- Science department planted new native plants, funded through a grant

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. A day custodian and three evening custodians are assigned to Tommie Kunst Junior High School. The day custodian is responsible for:

- Groundskeeping
- Restroom Cleaning

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

- Restroom Cleaning
- Office Area Cleaning
- Classroom Cleaning

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

Campus Description	
Year Built	2004
Acreage	12.89
Quantity	
Permanent Classrooms	38
Portable Classrooms	5
Band Room	1
Libraries	1
Computer Labs	1
Gymnasiums	1
Teacher Work Rooms	1
Staff Lounges	1
Administration Building	1
Multipurpose Room with Stage	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 2007-08 school year, Tommie Kunst Junior High School received a portion of \$1,060,301 in deferred maintenance funds.

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, December 05, 2008. Deficiencies noted in the school inspection survey were corrected by the district's maintenance department. During fiscal year 2007-08, all

restrooms were fully functional and available for student use.

School Facility Good Repair Status Most Recent Inspection: Friday, December 05, 2008			
Item Inspected	Repair Status		
	Good	Fair	Poor
1. Gas Leaks	✓		
2. Mechanical Systems	✓		
3. Windows/ Doors/ Gates (Interior and Exterior)		✓	
4. Interior Surfaces (Walls, Floors, & Ceilings)		✓	
5. Hazardous Materials (Interior & Exterior)		✓	
6. Structural Damage	✓		
7. Fire Safety	✓		
8. Electrical (Interior & Exterior)			✓
9. Pest/ Vermin Infestation	✓		
10. Drinking Fountains (Interior & Exterior)	✓		
11. Restroom	✓		
12. Sewer	✓		
13. Playgrounds/ School Grounds	✓		
14. Roofs	✓		
15. Overall Cleanliness	✓		

Repair Needed and Action Taken or Planned	
Section Number	Comment
(3)	Bldg J: door lock doesn't work all the time (room 103). PE Areas: gate on south side of field needs to be adjusted.
(4)	Bldg A, B: paint door mullions, paint chipping off.
(5)	Bldg J: paint flaking on overhang of first door. Bldg K: paint flaking on overhang of first door.
(8)	Bldg A: lights out in lunch area, registers very dirty. Bldg C: lights out in main library, workroom, and computer room. Bldg F: lights out in 101. Bldg H: lights out in rooms 101 and 108. Bldg J: lights out in room 103 and 113. Bldg K: lights out in rooms 103, 104, 210.
(10)	Bldg B: drinking fountain southwest side needs adjustment.
(15)	Bldg G: floor in room 104 is very dirty.

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

Rating Description

Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or result from minor wear and tear, and/or are in the process of being mitigated.

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 following individuals patrol

the campus, entrance areas, and designated common areas: the principal, assistant principal, the dean of students, teachers, and counselors. Between eight and ten noon duty 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, the 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. To enhance two-way routine communication and facilitate an immediate response to urgent situations, the principal, assistant principal, the dean of students, custodians, noon duty supervisors, and counselors carry hand-held radios while on campus.

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 staff in Fall of 2008.

Classroom Environment

Instructional Time

All instructional time offered at Tommie Kunst Junior High School either meets or exceeds California's Education Code requirements. For the 2007-08 school year, Tommie Kunst Junior High School offered 180 days of instruction comprised of 161 regular days and 19 minimum days. Minimum days were used for parent conferences, professional development, and teacher preparation. The state requires middle school students to receive 54,000 minutes of instruction; Tommie Kunst Junior High School offered a total of 61,174 minutes of instruction for the 2007-08 school year for all grade levels.

Discipline & Climate for Learning

Tommie Kunst Junior High School's discipline policies are based upon students being safe, responsible and respectful which is used as a guide to develop behavior management programs, establish character education programs, promote responsibility, and promote respect. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Tommie Kunst Junior High School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom. Disciplinary measures are applied in a fair,

firm, and consistent fashion. Consequences are administered based upon the severity of the infraction and include counseling, detention, and suspension.

At the beginning of the school year, school rules, disciplinary policies, and behavioral expectations are shared with students in the student agenda and at grade level assemblies led by administrators. Students are reminded throughout the school year of their individual responsibility to make good choices in behavior in morning announcements.

Administrators and teachers reinforce students demonstrating good citizenship, positive behavior, and student achievement at the end of the each quarter. Tommie Kunst Junior High School sponsors the following behavioral incentive: Gold Slip Program. Academic honors include Honor Roll, Principal's Honor Roll, and Merit Roll.

Extracurricular and enrichment programs held after school promote academic achievement and create increased interest in school. Tommie Kunst Junior High School offers Drama Club, ASES (After School Education & Safety), Yearbook, TK Newspaper, Robotics Club, AVID (Advancement Via Individual Determination), and Homework Club. Sports programs promote teamwork and good sportsmanship. Intramural sports are held during lunch and include basketball, soccer, and flag football. Sports teams include volleyball, basketball, track, and cheerleading.

Suspensions & Expulsions			
	TKJHS		
	05-06	06-07	07-08
Suspensions (#)	129	135	196
Suspensions (%)	16.58 %	16.27 %	24.38 %
Expulsions (#)	1	1	0
Expulsions (%)	0.13 %	0.12 %	0.00 %
SMBSD Middle Schools			
Suspensions (#)	535	743	624
Suspensions (%)	20.78 %	26.73 %	22.63 %
Expulsions (#)	4	9	7
Expulsions (%)	0.16 %	0.32 %	0.25 %

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for 2 days and then suspended a month later for three days is counted as two cases of suspension.

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.

Teaching Load Distribution Departmentalized Instruction				
Subject	2005-06			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	27.0	3	25	*
Math	26.2	1	26	1
Science	26.9	1	13	*
Social Science	25.3	3	12	*
Subject	2006-07			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.5	3	25	*
Math	27.9	5	19	4
Science	28.5	*	14	*
Social Science	25.8	2	14	*
Subject	2007-08			
	Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+
English	25.6	7	24	1
Math	24.5	8	23	*
Science	27.1	1	14	*
Social Science	23.9	3	13	*

Curriculum & Instruction

Staff Development

All training and curriculum development activities at Tommie Kunst Junior High School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs. 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 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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Tommie Kunst Junior High School are aligned to the California Content Standards and Frameworks. 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, October 08, 2008, 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 No. 08-10 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 the core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for health, foreign language, and visual/performing arts curricula. During the 2008-09 school year, Santa Maria-Bonita School District's survey results of instructional materials used for health, foreign language, and visual performing arts classes found that each student, including English learners, enrolled in these courses has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the state's content standards and curriculum frameworks.

Textbooks		
Adoption Year	Publisher & Series	Grades
English Language Development		
2000	Oxford University Press, <i>The Oxford Picture Dictionary</i>	7-8
2005	Houghton Mifflin, <i>Building Literacy Through Learning</i>	7-8
Health		
1996	Glencoe/McGraw-Hill, <i>Health Booklets</i>	7-8
2004	BEST Foundation, <i>Project Alert</i>	7-8
2006	Human Relations Media, <i>The Power Trip & Gum in my Hair</i>	7-8
Language Arts		
2002	Prentice Hall, <i>Timeless Voices, Timeless Themes</i>	7-8
Math		
2001	Prentice Hall, <i>Pre-Algebra California Edition</i>	7-8
2002	Saxon, <i>Math 76</i>	7-8
Science		
2008	Pearson-Prentice Hall, <i>Focus on Life Science</i>	7
2008	Pearson Prentice Hall, <i>Focus on Physical Science</i>	8
Social Science		
2006	McDougal Littell, <i>World History</i>	7
2006	McDougal Littell, <i>Creating America</i>	8

School Leadership

The principal works closely with the assistant principal and the school's leadership team to provide a well-balanced, rigorous core curriculum aligned with state standards.

Principal Ed Cora is responsible for the day-to-day operations of the school and overall instructional program. The principal and assistant principal work as a team to fulfill the many responsibilities associated with running an effective educational program. Also coordinating efforts with the principal is the Leadership Team, comprised of the principal, assistant principal, teacher representatives, counselor, special education representatives, and a classified representative. The Leadership Team meets regularly throughout the year to discuss curricular strategies, evaluate student performance, and identify staff development needs.

Principal Ed Cora has been in the educational field for 23 years and serving Tommie Kunst Junior High School for four years (as of 2007-08). Previous positions held in other schools include: principal, assistant principal, and classroom teacher. Principal Ed Cora holds a bachelor's degree in Elementary Education, a master's degree in Educational Management, a Clear Multiple Subject Teaching Credential and a Clear Administrative Services Credential.

Specialized Instruction

All curriculum and instruction is aligned to the California State Content Standards and Frameworks 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. Teachers use differentiated instruction and SDAIE (Specially-Designed Academic Instruction In English) strategies to maximize student understanding of lesson content and concepts. 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. ELD lessons focus on developing listening, speaking, reading, and writing skills as quickly as possible, enabling students to successfully participate in the regular education program. Some students may receive English Language Development instruction as a supplement to their regular language arts instruction. ELD instruction is provided through a team-teaching approach. For designated time periods, students regroup based on language fluency to receive targeted instruction at their

proficiency level. Tommie Kunst Junior High School's teachers utilize Imagine Learning 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.

Tommie Kunst Junior High School's special education program is staffed by special education teachers, instructional aides, and designated 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-class and in the resource room. A portion of instruction may be provided in one of three special day classes. 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 (SELPA), which provide 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 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:

- Saturday School (TK Academy)
- Homework Club
- AVID (Advancement Via Individual Determination)
- MESA (Math, Engineering, Science, Achievement)
- 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

Substitute Teachers

Tommie Kunst Junior High School occasionally experiences difficulties finding substitute teachers to fill vacancies. On those occasions when a substitute teacher is not available, the principal, assistant principal, dean of students or a counselor will fill the role of the substitute.

A pool of substitutes is available through a district pool that is comprised primarily of aspiring teachers, retirees, and teachers holding a 30-day substitute permit. Substitutes must have:

- A bachelor's degree
- Passed the CBEST (California Basic Education Skills Test)

Teacher Evaluations

Evaluation procedures and criteria for Tommie Kunst Junior High School's teachers are defined in the district's collective bargaining agreement. Evaluation criteria are based on the California Standards of the Teaching Profession:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Temporary and probationary teachers are evaluated once annually; permanent/tenured teachers are evaluated once every two years. Tenured teachers whose previous evaluations either met or exceeded standards may be evaluated at least every three years if agreed upon by the teacher and school principal. Evaluations are conducted by the principal or assistant principal, who has been trained and certified to perform teacher evaluations.

Teachers whose evaluations do not meet specific evaluation criteria, as outlined in the collective bargaining agreement, are required to participate in a district mentoring program until a satisfactory evaluation is acquired. Experienced and knowledgeable veteran teachers, referred to as Consulting Teachers, provide ongoing assistance to teachers who need to improve their instructional skills, classroom management strategies, subject knowledge, and/or related aspects of their teaching performance.

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) 2007-08		
	No. of Staff	FTE
Academic Counselor	3	3.0
Health Assistant	1	0.5
Library Media Specialist	1	1.0
Nurse	1	0.2
Outreach Counselor	1	1.0
Psychologist	1	0.2
Speech Therapist	1	0.2

FTE = Full-Time Equivalent

Teacher Assignment

During the 2007-08 school year, Tommie Kunst Junior High School had 44 teachers who met all credential requirements in accordance with state guidelines. All of Tommie Kunst Junior High School's teachers supplement their regular credential with a credential to teach English language learners.

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 and not taught by NCLB-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 2007-08		
	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 %

Teacher Credentials & Assignments				
	TKJHS			SMBSD
	05-06	06-07	07-08	07-08
Total Teachers	43	43	45	646
Teachers with full credentials	43	43	44	644
Teachers without full credentials	0	0	1	2
Teachers in alternate routes to certification	0	0	1	4
Pre-Internship	0	0	0	0
Teachers with emergency permits	0	0	0	1
Teachers with waivers	0	0	0	0
Teachers teaching outside subject area	3	3	1	10
Total teacher misassignments	3	3	1	10
Teacher misassignments for English learners	0	0	0	0
Other misassignments of certificated staff	0	0	0	0
Teacher vacancies	0	0	0	0

Teacher Credentials & Assignments (cont'd)		
	TKJHS	SMBSD
	08-09	08-09
Total teacher misassignments	1	5
Teacher misassignments for English learners	0	0
Other misassignments of certificated staff	0	0
Teacher vacancies	0	0

Teacher Education Levels 2007-08		
	TKJHS	SMBSD
Doctorate	0.0 %	0.6 %
Master's degree plus 30 or more semester hours	0.0 %	5.7 %
Master's degree	40.0 %	40.2 %
Bachelor's degree plus 30 or more semester hours	57.8 %	48.0 %
Bachelor's degree	2.2 %	5.3 %
Less than Bachelor's degree	0.0 %	0.2 %

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: 2006-07 salary comparison data was the most recent data available at the time this report was published.)

Salary Comparison 2006-07		
	SMBSD	State Average of Districts in Same Category
	Beginning Teacher Salary	\$39,627
Mid-Range Teacher Salary	\$67,070	\$66,167
Highest Teacher Salary	\$83,708	\$84,142
Superintendent Salary	\$155,657	\$167,564
Average Principal Salaries:		
Middle School	\$107,267	\$107,227
Percentage of General Fund Expenditures for:		
Teacher Salaries	43.2%	42.3%
Administrative Salaries	5.6%	5.4%

Expenditures Per Student

For the 2006-07 school year, Santa Maria-Bonita School District spent an average of \$7,547 of total general funds to educate each student (based on 2006-07 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 <http://www.cde.ca.gov/ds/fd/ec/> and <http://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 2006-07 school year, the district received categorical, special education, and support programs funds for:

- After School Learning & Safety
- Community Based Tutoring
- Economic Impact Aid
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented
- Instructional Materials
- Peer Assistance & Review
- Pupil Retention Grant
- School Safety
- School & Library Improvement Block Grant
- Special Education
- Special Education Transportation
- Staff Development
- Title I
- Title II
- Title III – Limited English Proficient
- Title IV
- Title V – Innovative Education Strategies
- Tobacco Use and Prevention Education

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
	TKJHS	SMBSD	% Diff. School & Dist.	State Avg., Dist.	% Diff. School & State
				Same Size & Type	
ADA*	793	12386	N/A	N/A	N/A
Total**	\$6,104	\$8,057	75.76	N/A	N/A
Restr.†	\$1,113	\$2,480	44.88	N/A	N/A
Unrestr.††	\$4,991	\$5,576	89.50	\$5,300	94.17
Avg. Teacher Salary	\$62,185	\$66,280	93.82	\$64,702	96.11

* Average Daily Attendance

** Total Restricted and Unrestricted \$ per student

† Restricted (Supplemental) \$ per student

†† Unrestricted (Basic) \$ per student

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location 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 API, AYP, STAR 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 the Santa Maria Public Library, located at 421 South McClelland Street.

Hours: M-Th 10-9; Fri. & Sat. 10-6

Phone Number: (805) 925-0994

Number of Computers Available: 29

Printers Available: Yes