

Bolsa Knolls Middle School

IT'S A GREAT DAY TO BE A BOBCAT!

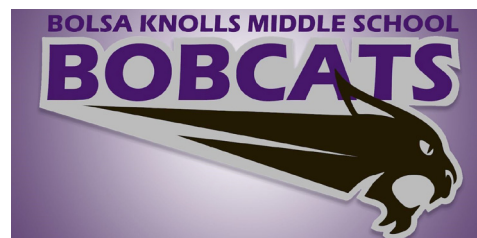
Grades 6-8
CDS Code 27-66191-0122911

John Gutierrez
Principal
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Salinas, CA 93906
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<https://bolsa-knolls.santaritaschools.org>

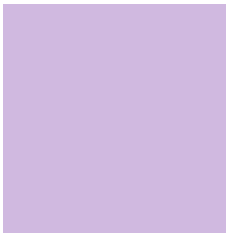
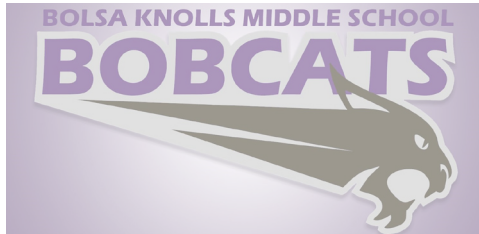
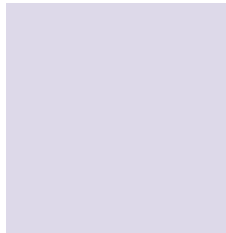
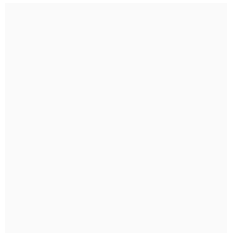
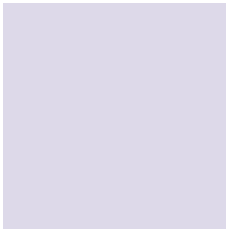
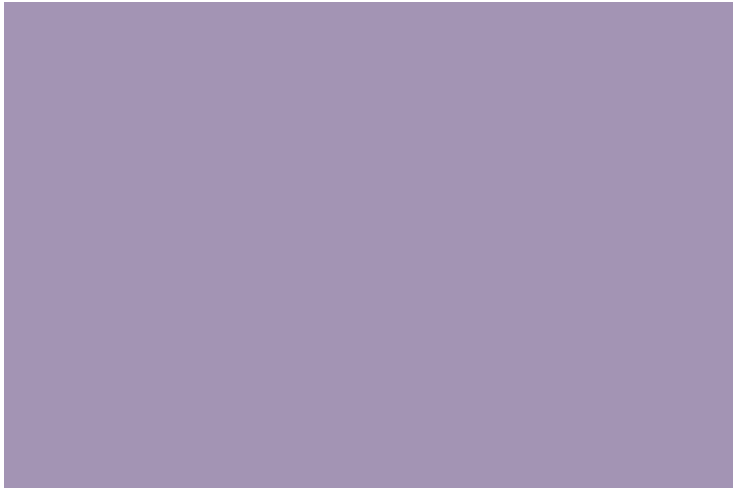
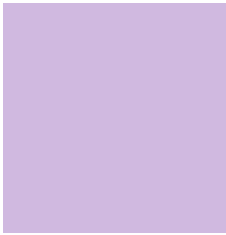
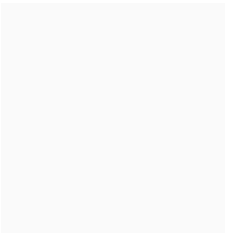
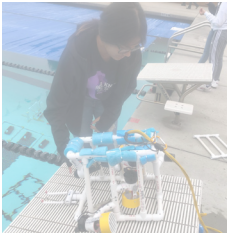
Para español, visita www.santaritaschools.org



Santa Rita Union Elementary School District

57 Russell Road Salinas, CA 93906 ▪ www.santaritaschools.org

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Bolsa Knolls Middle School opened its doors in August of 2010 with approximately 315 6th and 7th grade students, ten teachers, a principal and six classified support personnel. Currently, the school has a student population of 681 students in grades 6-8, 27 teachers, a principal, assistant principal and 12 support personnel.

Principal's Message

Welcome to Bolsa Knolls Middle School, HOME OF THE BOBCATS!!! Bolsa Knolls opened its doors in August of 2010 with academic, social, and personal success in mind for all of our students. We currently serve 681 students across three grade levels, offering a challenging program in a nurturing environment.

Bolsa Knolls has developed a robotics and engineering program that makes it a magnet for students from across the city of Salinas and beyond. Participants in the program have been recognized for excellence in various competitions, including a first place award at a regional competition in the spring of 2019. Our students have also been recognized for excellence in language arts, including several top awards at the annual Steinbeck Young Authors symposium.

Although our primary focus is academic development, Bolsa Knolls offers a comprehensive athletics program, including cross-country, volleyball, fencing, soccer, basketball, wrestling, golf, track and field and tennis. We continue to add championship banners to our gym wall. Bolsa Knolls students strive for excellence in and out of the classroom.

Bolsa Knolls offers a comprehensive after school program with focus on math and language arts. Students are identified through the use of multiple measures. The additional assistance under the guidance of school personnel is designed to bring students closer to grade level.

I look forward to working with all of you to make the 2019-20 school year a success. Feel free to contact me with any questions that you may have as we continue your child's educational journey together.

School Mission Statement

The mission of Bolsa Knolls Middle School, an exceptional school, is to ensure that all students be provided an invigorating and challenging instructional program, enabling students to achieve high academic standards for the global community by providing students opportunities to develop academic and social skills in a nurturing environment.

Parental Involvement

Bolsa Knolls parents have many opportunities for involvement to enhance their middle school experience. School Site Council (SSC) meets quarterly to draft, implement and review the School Plan for Student Achievement (SPSA). It consists of elected parents, students, staff and administration. English Learner Advisory Committee (ELAC) meets quarterly to advise the principal on issues concerning English language learners. It is comprised of elected parents, staff and administration. ELAC parents, for the first time this year, traveled to a regional conference in Monterey to participate in a series of informational workshops with the goal of increasing parent participation in the educational process. Cafecitos meet monthly. This group generates topics of interest to middle school. The school counselor facilitates the group. Notifications for any and all meetings go out via website, Aeries autodialer, school marquee and/or newsletter.

Other opportunities for involvement include parent teacher conferences, event volunteers, including dances, field trips, and athletic coaching.

For more information on how to become involved at the school, please contact John Gutierrez, principal, (831) 443-3300 or jgutierrez@santaritaschools.org.

School Safety

The safety plan is reviewed and updated annually. The plan contains important phone numbers, evacuation protocols, and other relevant information to utilize in the event of an emergency. Safety protocols are practiced monthly. Our web-based school information system database allows for the access of student information in the event of an evacuation or in the event of an emergency that occurs off school grounds.

Bolsa Knolls utilizes an assertive discipline model to help maintain an environment conducive to learning. This model includes the use of detention, Saturday school, and, if necessary, the use of suspension as a means of modifying behavior. Moreover, the entire staff participates in the supervision of our students during the school day by means of a rotation. Additional campus supervision is utilized to help maintain an orderly campus.

The school safety plan was last reviewed, updated and discussed with the school faculty in August of 2019.



School Accountability Report Card

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

District Mission and Vision Statement

The vision and mission of the Santa Rita Union School District, a dynamic educational organization, is to assure that all students will be provided an appropriate, challenging instructional program, enabling students to become contributing members of a global community, by providing opportunities to develop academic and social skills in a nurturing environment.

School Board

Sarah Turner
Board president

Diego Jacob Sandoval
Board clerk/vice-president

Elva Arellano
Board trustee

Meri Keiser
Board trustee

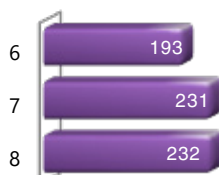
Sunil "Neil" Patel
Board trustee



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

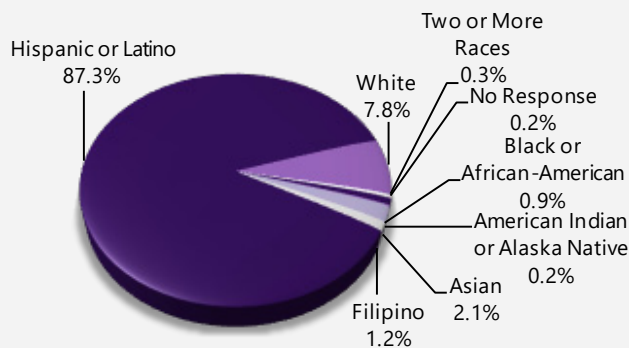


Enrollment by Student Group

The total enrollment at the school was 656 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



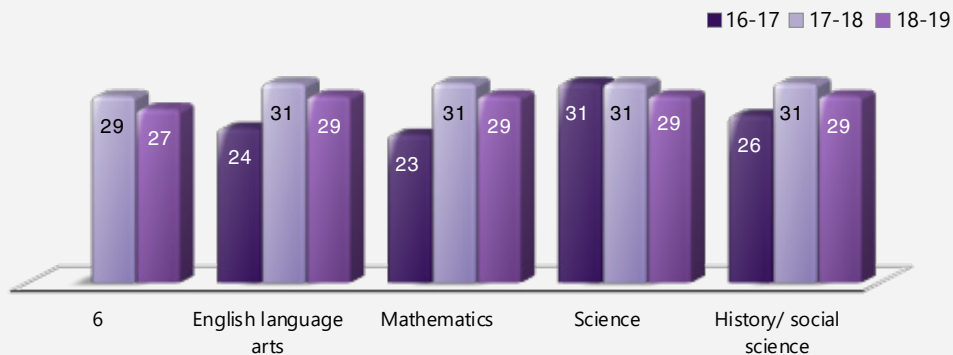
Socioeconomically disadvantaged	66.60%
English learners	28.40%
Students with disabilities	8.80%
Foster youth	0.20%
Homeless	0.30%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Suspensions and Expulsions

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

Suspension and Expulsion Rates

Bolsa Knolls MS

	16-17	17-18	18-19
Suspension rates	0.0%	1.2%	4.6%
Expulsion rates	0.0%	0.0%	0.0%

Santa Rita Union ESD

	16-17	17-18	18-19
Suspension rates	1.3%	2.3%	4.1%
Expulsion rates	0.0%	0.0%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
6					28			7	
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	5	17			16			16	
Mathematics	4	17			16			16	
Science	2	13	6		16			16	
History/social science	5	21	6		16			16	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Bolsa Knolls MS		Santa Rita Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Bolsa Knolls MS		Santa Rita Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	40%	42%	37%	39%	50%	51%
Mathematics	20%	18%	22%	22%	38%	40%

California Physical Fitness Test

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

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

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

California Physical Fitness Test		2018-19 School Year
Percentage of Students Meeting Fitness Standards		Bolsa Knolls MS
		Grade 7
Four of six standards		16.6%
Five of six standards		14.8%
Six of six standards		7.4%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

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

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

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



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 6–8.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Results by Student Group: English Language Arts (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	659	655	99.39%	0.61%	42.44%
Male	335	334	99.70%	0.30%	35.93%
Female	324	321	99.07%	0.93%	49.22%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	14	14	100.00%	0.00%	71.43%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	574	570	99.30%	0.70%	40.35%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	51	51	100.00%	0.00%	49.02%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	448	444	99.11%	0.89%	37.61%
English learners	282	279	98.94%	1.06%	30.82%
Students with disabilities	71	71	100.00%	0.00%	5.63%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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

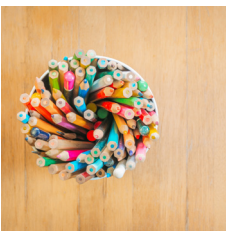
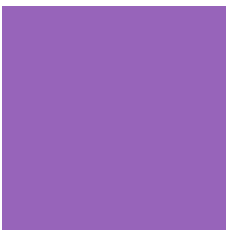




CAASPP Results by Student Group: Mathematics (grades 6-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	659	654	99.24%	0.76%	17.58%
Male	335	334	99.70%	0.30%	15.27%
Female	324	320	98.77%	1.23%	20.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	14	14	100.00%	0.00%	50.00%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	574	569	99.13%	0.87%	16.34%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	51	51	100.00%	0.00%	21.57%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	448	444	99.11%	0.89%	14.86%
English learners	282	279	98.94%	1.06%	11.11%
Students with disabilities	71	71	100.00%	0.00%	0.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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



Quality of Textbooks

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

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Currency of Textbooks

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

Currency of Textbooks	
2019-20 School Year	
Data collection date	8/28/2019



Textbooks and Instructional Materials

The district maintains a Curriculum Council each year with representation from all six schools. This committee reviews all curricula that is up for current adoption, based on the timelines established by the California Department of Education. The council is comprised of a majority of certificated teachers. The group meets regularly to also discuss ongoing needs regarding adopted curricula, including necessary training and materials needed. Adopted curricula are approved by the CA State Board of Education.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	CA Collections, Houghton Mifflin	2015
Mathematics	Eureka Math	2014
Science	StemScopes (6-8)	2019
History/social science	Social Studies Alive!, TCI	2017

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Bolsa Knolls MS		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		0%
Foreign language		0%
Health		0%



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



School Facility Good Repair Status

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

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Fair
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains		Fair
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Good
Overall summary of facility conditions		Good
Date of the most recent school site inspection		10/15/2019
Date of the most recent completion of the inspection form		10/15/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Replace defective ceiling tiles in main office, room 303 & 306. Repair loose baseboard in Room 204. Replace missing baseboard in Room 205.	Winter break 2019
Electrical	Repair electrical switch in Room 401-not working properly. Replace missing electrical cover in Rooms 402/501. Replace ballasts in Room 406/503-lights (2) not working. Overloaded circuit in Room 502-remove microwave, mini fridge, coffee pot.	Winter break 2019 & January 2020
Restrooms/fountains	Repair toilet in nurse's office-leaking water. Repair faucets in Girls 300/Boys 600 restroom-not functioning. Repair drinking fountains Rooms 402/403/501/503/504/506/603/706-not functioning.	Winter break 2019
Safety	Tripping hazard in Room 306/Room 401 caused by extension cord/loose cable. Remove extension cord/cable.	Winter break 2019

School Facilities

Bolsa Knolls Middle School was built in 2010. It has 29 classrooms, a gymnasium, outside basketball/volleyball courts, a quarter-mile track and soccer fields. As part of the 29 classrooms, the school has a robotics lab, engineering lab, and classrooms designed specifically for science and home economics.

Gym lighting was converted to LED lighting in December of 2018. This has resulted in a brighter venue in which to hold sporting events, staff development days and school assemblies.

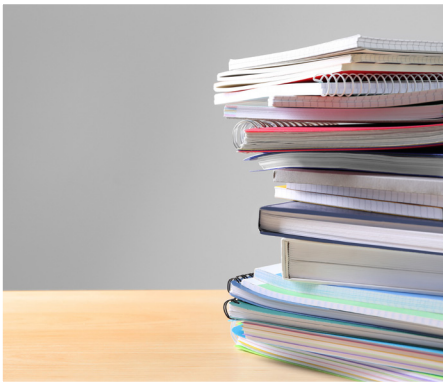
The campus is in good condition, as measured by the most recent Facility Inspection Tool. A day custodian, a night custodian, and district maintenance staff maintain the campus daily. Items in need of attention are attended to in a timely fashion through the online program, School Dude.

Teachers submit a maintenance ticket via School Dude, which is routed to the appropriate worker for attention and resolution. The staff does an amazing job in keeping the school looking new.



Types of Services Funded

- Schoolwide Title I funded homework center
- Title III Funded English language development (ELD) teacher
- Local Control and Accountability Plan (LCAP) funded staff development/after school program
- LCAP funded parent education



Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	1:660
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.75
Psychologist	0.33
Social worker	0.00
Nurse	0.16
Speech/language/hearing specialist	0.00
Resource specialist (nonteaching)	0.00

Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Santa Rita Union ESD	Bolsa Knolls MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	153	27	27	26
Without a full credential	12	2	4	2
Teaching outside subject area of competence (with full credential)	21	12	6	9

Teacher Misassignments and Vacant Teacher Positions

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

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Bolsa Knolls MS		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

The Bolsa Knolls staff participates in a variety of professional development opportunities, including:

1. Tuesday staff meetings
2. Minimum day Professional Learning Community (PLC) gatherings
3. Districtwide staff development days
4. Common preparation periods for math and science teachers
5. Online trainings

The major focus of professional development is language arts and math. The analysis of multiple measures has focused our resources on these two areas, including intervention courses during the school day and a comprehensive after-school program.

Staff members will periodically travel off campus to participate in workshops. Participants will share information with colleagues during a staff gathering.

Administrators periodically walk through classrooms, providing opportunities for coaching and self-reflection. Release time is afforded to teachers to allow them to see what colleagues are utilizing in their classrooms.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	5	6	2	



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

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

Salary Data		2017-18 Fiscal Year
	Santa Rita Union ESD	Similar Sized District
Beginning teacher salary	\$42,591	\$49,378
Midrange teacher salary	\$73,923	\$77,190
Highest teacher salary	\$92,301	\$96,607
Average elementary school principal salary	\$109,967	\$122,074
Average middle school principal salary	\$115,503	\$126,560
Superintendent salary	\$185,000	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

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

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Bolsa Knolls MS	\$3,775	\$73,307
Santa Rita Union ESD	\$6,688	\$72,127
California	\$7,507	\$77,619
School and district: percentage difference	-43.6%	+1.6%
School and California: percentage difference	-49.7%	-5.6%

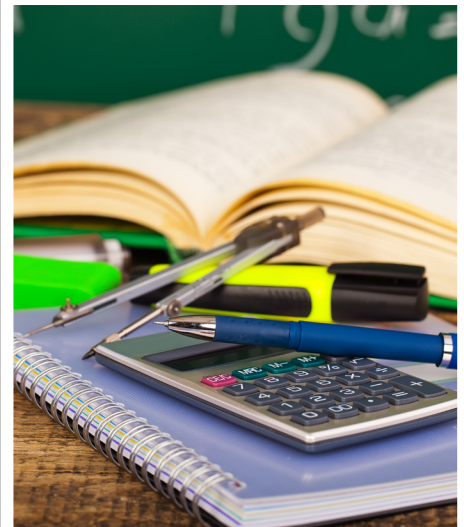
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Financial Data

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

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$4,138
Expenditures per pupil from restricted sources	\$363
Expenditures per pupil from unrestricted sources	\$3,775
Annual average teacher salary	\$73,307



Expenditures Per Pupil

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

School Accountability Report Card

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