Blossom Hill Elementary School

Grades K-5
CDS Code 43-69526-6047518

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SARC
2020-21

School
Accountability
Report Card
Published in 2021-22

Los Gatos Union School District

17010 Roberts Road   Los Gatos, CA 95032 ▪ www.lgusd.org

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Principal's Message

At Blossom Hill Elementary School, we are focused on teaching the whole child, with students' social-emotional development and interests being top priorities. We meet all students at their developmental level and guide them to higher levels of achievement. Additionally, we work to create a nurturing environment that focuses on social and emotional development.

As a learning community, we are committed to providing an enriched, rigorous, standards-based curriculum that ensures our students are confident, independent learners. At the core of our vision are five basic goals for students: Students will learn to be complex thinkers, quality producers, collaborative workers, self-directed learners and community contributors. At the same time, the staff provides a safe school environment and strives to incorporate within each child a respect and acceptance of the rights as well as the differences of others. We exhibit pride in the progress and accomplishments of all students as they achieve independence and begin to take personal responsibility for their behavior.

Blossom Hill truly exemplifies a strong home-school partnership. We value and welcome the many families who are visibly dedicated to supporting our students in innumerable ways. They donate thousands of volunteer hours by working in classrooms, the library, the office; beautifying the school grounds; organizing activities; serving on schoolwide committees; and supporting our "fun"-raising activities. We are grateful for their partnership and believe it is critical to ensuring all students reach their potential.

Lisa Reynolds

Principal

School Mission Statement

The Blossom Hill Elementary School community takes pride in providing an enriched standards-based curriculum in a safe, nurturing environment. We strive to appreciate an awareness of students' developmental needs to help them progress toward independence.

School Vision Statement

All students will have the necessary skills to become enthusiastic, lifelong learners and productive, empathetic, respectful members of society.

Parental Involvement

Parents are a very active and integral part of the education process at Blossom Hill. Their involvement and firm commitment to the pursuit of excellence in education are essential elements in our success. Parents volunteer in the classrooms, with the ABC Reader program, the Art Docent program, the Pottery Program, and serve as editor of our weekly Beehive newsletter. Parents coordinate activities such as the book fairs, author visits, the science fair, and the annual chorus productions. They also sponsor funraising and fundraising events such as the Harvest Festival and The Hive. Both the Home & School Club and the Educational Foundation are important financial sources of support for the school district. In the spirit of collaboration, they have combined their fundraising efforts to establish a One Community Campaign to support the implementation of the newly adopted District Strategic Plan. The goal of the partnership is to provide students with an educational program that goes beyond the basics and includes: Math and Literacy Specialists, Music Teachers, Counselors, Health Clerks, Technology, Classroom Supplies, and School Safety Initiatives. Blossom Hill parents are true partners with the school in both virtual and in-person events as shown by an almost perfect attendance rate at parent-teacher conferences and an overwhelming attendance at Back-to-School Night and Open House.

For more information about becoming involved at our school, please contact Principal Lisa Reynolds at (408) 335-2100, or visit our school website, http://bh.lgusd.org. Use the link to the Blossom Hill Home & School Club page or contact president@blossomhill.org.

School Safety

Our school safety plan is updated annually. The school safety plan was most recently reviewed, updated and revised with school faculty in February 2022. The school safety plan addresses recommendations about campus security, school climate, character education and school governance. We align our discipline policies with the California Education Code, and we expect students to meet high standards for behavior. Our staff monitors students before school, after school and at recess time. The school community also participates in regularly scheduled drills for fire, earthquake and other potential emergencies. Opportunities to debrief drill performance occur after each drill and feedback is provided to students and staff. All staff participates in emergency-preparedness trainings each semester. In addition, the school is a community leader in the Safe Routes to School program.
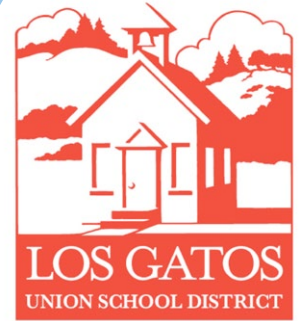
LOS GATOS
UNION SCHOOL DISTRICT
EST. 1863

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 Statement

The Los Gatos Union School District will provide equitable learning opportunities to educate all children to their unique potential by teaching, modeling and supporting skills and attitudes that contribute to their development as globally and socially responsible citizens demonstrating stewardship and "service above self."

District Vision Statement

To achieve academic excellence, we believe the LGUSD Student Success Profile will prepare all children to thrive in a diverse and ever-changing world.

Board of Trustees

Enrollment by Student Group

Demographics	
2020-21 School Year	
Female	46.60%
Male	53.40%
Non-Binary	0.00%
English learners	5.10%
Foster youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	2.70%
Students with Disabilities	5.90%

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2020-21 school year.

2020-21 Enrollment by Grade

Grade	Students
K	64
1	78
2	87
3	92
4	99
5	106

Enrollment by Student Group

The total enrollment at the school was 526 students for the 2020-21 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — **2020-21 School Year**

White 49.8%
Native Hawaiian or Pacific Islander 0.4%
Hispanic or Latino 6.7%
Filipino 1.1%
Asian 31.7%
Black or African-American 0.2%
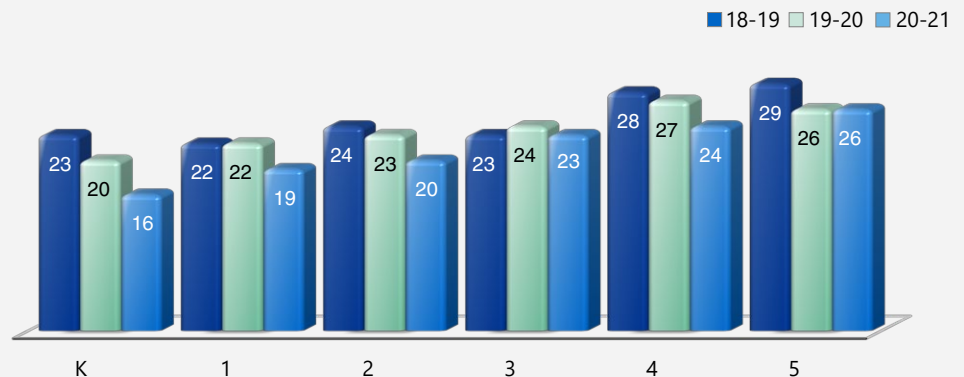No Response 1.3%
Two or More Races 8.7%

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.
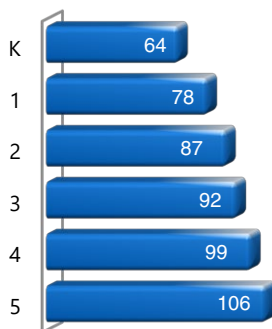
Average Class Size — **Three-Year Data**

Legend: 18-19, 19-20, 20-21

Grade	18-19	19-20	20-21
K	23	20	16
1	22	22	19
2	24	23	20
3	23	24	23
4	28	27	24
5	29	26	26

Number of Classrooms by Size — **Three-Year Data**

Grade	2018-19			2019-20			2020-21		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4		4			4		
1		4			4		4		
2		4			4		3	1	
3		4			4			4	
4	1	3			4			4	
5		4			4			4	

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively.

Suspensions and Expulsions						Two-Year Data
	Blossom Hill ES		**Los Gatos Union SD**		**California**	
	2018-19	**2020-21**	**2018-19**	**2020-21**	**2018-19**	**2020-21**
Suspension rates	0.0%	0.0%	1.6%	0.0%	3.5%	0.2%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

This table shows the school, district, and state suspension and expulsion rates collected between July through February, partial school year due to the COVID-19 pandemic.

Suspensions and Expulsions			2019-20 School Year
	Blossom Hill ES	**Los Gatos Union SD**	**California**
	2019-20	**2019-20**	**2019-20**
Suspension rates	0.0%	0.9%	2.5%
Expulsion rates	0.0%	0.0%	0.1%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group		2020-21 School Year
Student Group	**Suspensions Rate**	**Expulsions Rate**
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%
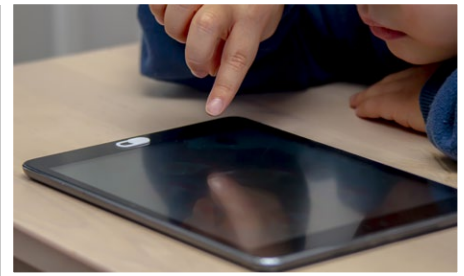
Professional Development

Each year, Blossom Hill teachers participate in professional-development training. This year, the district is implementing a Collaborative Implementation Time Model to foster a culture of opportunity and provide each teacher the chance to select a project that is timely and relevant to their interest and practice. The focus can be something completely new or it may be built on a concept or idea from previous PD offerings. This model provides teachers maximum choice in driving their own professional learning. All projects must be aligned to one of the four components of the District's newly adopted Strategic Plan: Student Wellness, Steam and Social Innovation, Community & Global Citizenship, or Academic Excellence/Curriculum & Instruction. In Spring 2022, participants will celebrate and share their new knowledge with colleagues.

Weekly grade level collaboration time is dedicated to curriculum planning, assessment and standards-based grading. This work is guided by four essential questions to ensure upward mobility for all students:

- What do we want each student to know and be able to do?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?
- How will we extend and enrich the learning for a student who has demonstrated proficiency?

During bimonthly staff-development meetings, teachers work on schoolwide areas of focus such as school goals, curriculum articulation, building a gender-inclusive school, technology integration and safety training. Staff also has opportunities to attend conferences and workshops related to school improvement goals.

Professional Development Days	
Number of school days dedicated to staff development and continuous improvement	
2019-20	3
2020-21	3
2021-22	3

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	2020-21 School Year
Percentage of Students Meeting Fitness Standards	**Blossom Hill ES**
	Grade 5
Four of six standards	◇
Five of six standards	◇
Six of six standards	◇

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group			2020-21 School Year	
Student Group	**Cumulative Enrollment**	**Chronic Absenteeism Eligible Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rate**
All Students	553	538	0	0.00%
Female	256	250	0	0.00%
Male	297	288	0	0.00%
American Indian or Alaska Native	0	0	0	0.00%
Asian	169	167	0	0.00%
Black or African American	1	1	0	0.00%
Filipino	6	6	0	0.00%
Hispanic or Latino	40	39	0	0.00%
Native Hawaiian or Pacific Islander	2	2	0	0.00%
Two or More Races	49	48	0	0.00%
White	279	268	0	0.00%
English Learners	36	35	0	0.00%
Foster Youth	0	0	0	0.00%
Homeless	0	0	0	0.00%
Socioeconomically Disadvantaged	17	16	0	0.00%
Students Receiving Migrant Education Services	0	0	0	0.00%
Students with Disabilities	39	37	0	0.00%

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

◇ The 2020-21 data are not available. Due to the COVID-19 crisis, the Physical Fitness Test was suspended.

SARC Reporting in the 2020–21 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

The CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP – California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8, and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Blossom Hill ES		Los Gatos Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
Science	■	⁂	■	⁂	■	28.72%

CAASPP Test Results in ELA and Mathematics for All Students taking and completing a state-administered assessment

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard						Two-Year Data
	Blossom Hill ES		Los Gatos Union SD		California	
Subject	19-20	20-21	19-20	20-21	19-20	20-21
English language arts/literacy	■	*	■	*	■	*
Mathematics	■	*	■	*	■	*

⁂ This school did not test students using the CAASPP for Science.

■ Data for 2019–20 are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–20 school year.

* Data for 2020–21 are not comparable to other year data due to the COVID-19 pandemic during the 2020–21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–21 school year to other school years.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

Note

Due to the COVID-19 pandemic, California Governor Gavin Newsom issued Executive Order N-30-20 which waived the requirement for statewide testing for the 2019–20 school year. Also due to the COVID-19 pandemic, the U.S. Department of Education approved a waiver of the requirement for statewide testing for the 2019–20 school year, as specified on the CDE Every Student Succeeds Act web page at https://www.cde.ca.gov/re/es/.
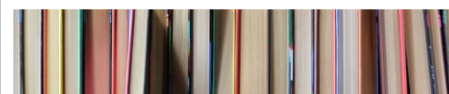
CAASPP Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standards					2020-21 School Year

Science					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	☆☆	☆☆	☆☆	☆☆	☆☆
Female	☆☆	☆☆	☆☆	☆☆	☆☆
Male	☆☆	☆☆	☆☆	☆☆	☆☆
American Indian or Alaska Native	☆☆	☆☆	☆☆	☆☆	☆☆
Asian	☆☆	☆☆	☆☆	☆☆	☆☆
Black or African American	☆☆	☆☆	☆☆	☆☆	☆☆
Filipino	☆☆	☆☆	☆☆	☆☆	☆☆
Hispanic or Latino	☆☆	☆☆	☆☆	☆☆	☆☆
Native Hawaiian or Pacific Islander	☆☆	☆☆	☆☆	☆☆	☆☆
Two or more races	☆☆	☆☆	☆☆	☆☆	☆☆
White	☆☆	☆☆	☆☆	☆☆	☆☆
English Learners	☆☆	☆☆	☆☆	☆☆	☆☆
Foster Youth	☆☆	☆☆	☆☆	☆☆	☆☆
Homeless	☆☆	☆☆	☆☆	☆☆	☆☆
Military	☆☆	☆☆	☆☆	☆☆	☆☆
Socioeconomically disadvantaged	☆☆	☆☆	☆☆	☆☆	☆☆
Students receiving Migrant Education services	☆☆	☆☆	☆☆	☆☆	☆☆
Students with Disabilities	☆☆	☆☆	☆☆	☆☆	☆☆

☆☆ This school did not test students using the CAASPP for Science.

CAASPP Test Results by Student Group: English Language Arts (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards   2020-21 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	292	267	91.44%	8.56%	81.65%
Female	133	122	91.73%	8.27%	78.69%
Male	159	145	91.19%	8.81%	84.14%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	84	77	91.67%	8.33%	90.91%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	21	19	90.48%	9.52%	73.68%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	29	27	93.10%	6.90%	85.19%
White	154	140	90.91%	9.09%	77.14%
English Learners	14	12	85.71%	14.29%	50.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	23	22	95.65%	4.35%	50.00%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

CAASPP Test Results by Student Group: Mathematics (grades 3-5)
For students taking and completing a state-administered assessment.

Percentage of Students Meeting or Exceeding State Standards — 2020-21 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	292	267	91.44%	8.56%	78.65%
Female	133	121	90.98%	9.02%	71.90%
Male	159	146	91.82%	8.18%	84.25%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	84	77	91.67%	8.33%	88.31%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	21	20	95.24%	4.76%	55.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or more races	29	27	93.10%	6.90%	85.19%
White	154	139	90.26%	9.74%	75.54%
English Learners	14	12	85.71%	14.29%	33.33%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	23	22	95.65%	4.35%	59.09%

❖ Inclusion and exclusion rules are different for the SARC than for other public assessment reports. Scores are not shown 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.

Textbooks and Instructional Materials

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Common Core State Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

We choose our textbooks from lists that have already been approved by state education officials.

The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home. The most recent public hearing held to adopt a resolution on the sufficiency of instructional materials was on September 9, 2021.

Textbooks and Instructional Materials List — 2021-22 School Year

Subject	Textbook	Adopted
Reading/language arts	*Reach for Reading,* National Geographic Learning *(K-5)*	2018
Mathematics	*My Math,* McGraw-Hill	2014
Science	Delta Education; FOSS, California Edition	2008
History/social science	Pearson Scott Foresman (K-3)	2007
History/social science	Houghton Mifflin (4-5)	2007

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 — 2021-22 School Year

Blossom Hill ES	Percentage Lacking
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	✧
Health	0%

Currency of Textbooks

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

Currency of Textbooks — 2021-22 School Year

Data collection date	9/9/2021

✧ Not applicable.

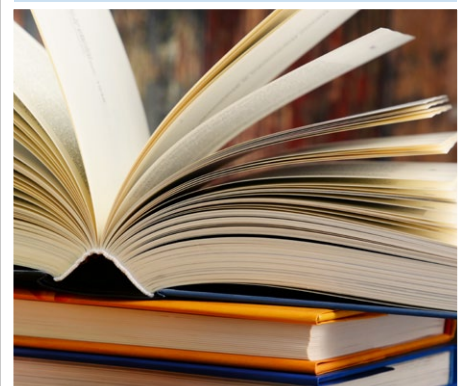## Quality of Textbooks

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

Quality of Textbooks — 2021-22 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

Public Internet Access

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

Types of Services Funded

Supplemental financial support for our students comes from our Home & School Club; the district's Education Foundation; and state and federal funding, including Title II and Title III state funding. These funds are used to supplement our general, early literacy, technology, second language and P.E. programs, as well as support for students with social, emotional or academic difficulties. We have counseling support to assist with social and behavioral counseling intervention. We also use supplemental funds for additional staff, teacher training and support materials.

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. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2021-22 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	10/18/2021

School Facilities

Blossom Hill opened in 1958. As part of the district's Facilities Master Plan, we opened the 2007-08 school year in a new, modernized facility after completing a two-year construction project. This new construction gives us the opportunity to provide a safe, clean and well-maintained campus for student education. The new facility has two wings that were completely modernized; two two-story buildings that house classrooms; a computer lab; two conference rooms; and a beautiful library with window seats, a story-time area, instructional area, and computers for research and reference. In addition, a new cafeteria/multipurpose room and kindergarten complex were constructed, as were two flex rooms for science, art and music. Air-conditioning was added to all of the buildings. New furniture was purchased for all rooms and offices. Our school was fully landscaped with grass, trees, flowerbeds and tanbark inside and around the campus. Our fields were renovated, and sod was purchased by the Home & School Club to refurbish the entire property.

Maintenance crews perform repairs as soon as item deficiencies are reported to keep the school in the best possible condition. Blossom Hill has a custodial staff of one day custodian and two night custodians, which perform cleaning duties on a daily basis of the entire campus.

On an average day, 520 students are enrolled and approximately 35 staff members occupy these buildings.

An array of technology is integrated into the educational program at Blossom Hill. All classrooms are connected to the internet and are equipped with large screen TV's. We have a fully equipped Intel iMac computer lab that can accommodate 28 students. Children in grades 1-2 utilize iPad Minis to differentiate and enrich instruction and all grade 3-5 students have 1:1 access to laptop computers. Students in all grade levels work on specific projects and utilize programs that support the implementation of the Common Core State Standards and enhance the classroom curriculum. Each teacher is provided a laptop computer, iPad, printer and has access to email and the internet. To see more about the software, programs and projects our students are working on, visit the technology page on our school website at http://bh.lgusd.org.

"Blossom Hill truly exemplifies a strong home-school partnership."

Teacher Preparation and Placement

The teacher data displayed in this SARC is from the 2019-20 school year. This table displays the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district, and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Teacher Preparation and Placement					2019-20 School Year	
Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the percent of authorization/assignment of teachers as well as the total number of teachers without credentials and misassignments at the school level. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at https://www.ctc.ca.gov/.

Permits/wavers: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Teacher Misassignments: The assignment of employees to teaching or pupil services positions for which the employee does not hold the required certificate, credential, or other statutory authorization.

Vacant Teacher Positions: The total number of the school's vacant teacher positions.

Teachers Without Credentials and Misassignments		2019-20 School Year
Authorization/Assignment		Blossom Hill ES
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

Note: The data in thiese tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Teacher Preparation and Placement

Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned): The teacher possesses a California preliminary or clear credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Intern Credential Holders Properly Assigned: The teacher possess a California intern credential issued by the California Commission on Teacher Credentialing which permits them to teach the subject and grade levels that they are assigned.

Teachers Without Credentials and Misassignments ("ineffective" under Every Student Succeeds Act [ESSA]): An ineffective teacher is any of the following:

- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned); or
- An individual who holds no credential, permit, or authorization to teach in California.
  - "Ineffective" includes the following limited term emergency permits:
    - Provisional Internship Permits;
    - Short-Term Staff Permits;
    - Variable Term Waivers; and
    - Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record.

Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA): A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of field:

- General Education Limited Assignment Permit (GELAP)
- Special Education Limited Assignment Permit (SELAP)
- Short-Term Waivers
- Emergency English Learner or Bilingual Authorization Permits
- Local Assignment Options

Unknown: These are instances where either information about the course assignment or the teacher is either missing or has been identified as incorrect. Therefore, an accurate assignment status cannot be currently made.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of teachers and the total out-of-field teachers at the school level.

Credentialed Teachers Authorized on a Permit or Waiver: Teachers that are issued limited emergency permits by the California Commission on Teacher Credentialing that authorize them to temporarily teach courses and student groups they are assigned to without possessing the appropriate credential.

Local Assignment Options: Means if an employing agency is unable to assign a teacher or other certificated employee with an appropriate credential, it can assign any fully-credentialed teacher outside of their area of credential authorization if the local educational agency abides by requirements in California Education Code and those required by the California Commission on Teacher Credentialing.

For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at https://www.ctc.ca.gov/credentials/manuals.

Credentialed Teachers Assigned Out-of-Field		2019-20 School Year
Indicator		**Blossom Hill ES**
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

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).

Ratio of Pupils to Academic Counselors and School Support Staff Data	
2020-21 School Year	
	Ratio
Pupils to Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.500
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.825
Psychologist	0.500
Social worker	0.000
Nurse	0.200
Speech/language/hearing specialist	0.400
Resource specialist (nonteaching)	1.500
✧ Not applicable.	

Class Assignments

This table displays the number of teachers and the total out-of-field teachers at the school level.

Misassignments for English Learners: The assignment of employees to teaching or pupil services positions with English Learners for which the employee does not hold the required certificate, credential, or other statutory authorization.

No credential, permit or authorization to teach: The teacher does not possess any type of authorization, permit, waiver, or certificate issued by the California Commission on Teacher Credentialing to teach in California schools.

Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments		2019-20 School Year
Indicator		**Blossom Hill ES**
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For information on the CalSAAS, visit the CALPADS web page at https://www.cde.ca.gov/ds/sp/cl/calpadsup-dflash201.asp.

For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Financial Data

The financial data displayed in this SARC is from the 2019-20 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		2019-20 Fiscal Year
	Los Gatos Union SD	**Similar Sized District**
Beginning teacher salary	$63,915	$51,450
Midrange teacher salary	$97,264	$80,263
Highest teacher salary	$122,433	$101,012
Average elementary school principal salary	$163,992	$128,082
Average middle school principal salary	$177,761	$132,453
Superintendent salary	$288,008	$197,968
Teacher salaries: percentage of budget	40%	34%
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		2019-20 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Blossom Hill ES	$9,519	$115,722
Los Gatos Union SD	$9,888	$108,764
California	$8,444	$82,431
School and district: percentage difference	-3.7%	+6.4%
School and California: percentage difference	+12.7%	+40.4%

School Financial Data

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

School Financial Data	
2019-20 Fiscal Year	
Total expenditures per pupil	$12,395
Expenditures per pupil from restricted sources	$2,876
Expenditures per pupil from unrestricted sources	$9,519
Annual average teacher salary	$115,722
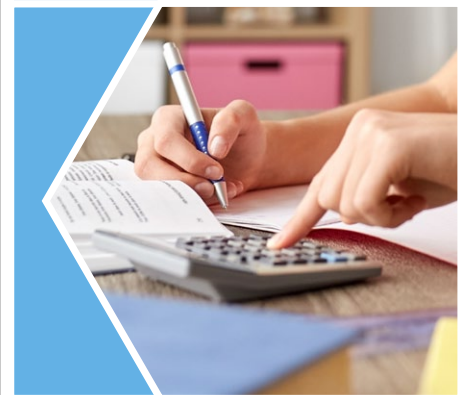
Expenditures Per Pupil

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.

Blossom Hill Elementary School

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 January 2022.

School Accountability Report Card

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