

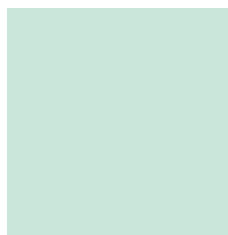


Blossom Hill Elementary School

Grades K-5
CDS Code 43-69526-6047518

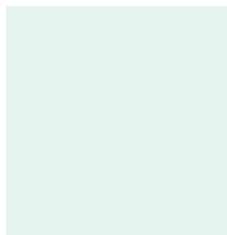
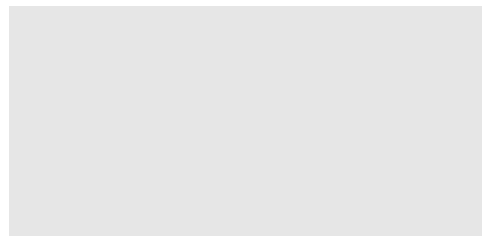
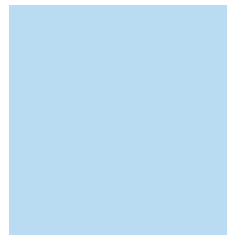
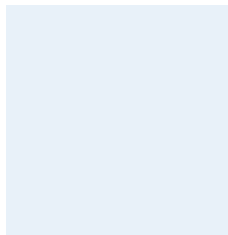
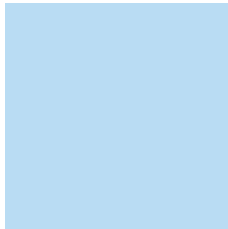
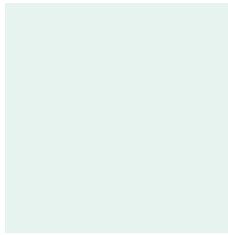
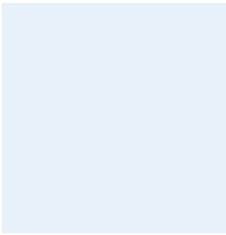
Lisa Reynolds
Principal
lreynolds@lgusd.org

16400 Blossom Hill Road
Los Gatos, CA 95032
(408) 335-2100
<http://bh.lgusd.org>



Los Gatos Union School District

17010 Roberts Road Los Gatos, CA 95032 ▪ www.lgusd.org
Paul Johnson, Superintendent ▪ pjohnson@lgusd.org ▪ (408) 335-2000





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. In June 2014, our school was named a California Distinguished School for our strong commitment and innovative approaches to improving academic achievement and supporting students' well-being.

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; chaperoning field trips; 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 Read Naturally program, the Art Docent program, on field trips 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 school theater and chorus productions. They also sponsor fundraising 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 and fund many different programs such as Read Naturally (primary reading intervention), Accelerated Reader, Noon Sports, K-3 P.E. program, music, art and counseling services. Blossom Hill parents are true partners with the school 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 2020. 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.



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

Los Gatos Union School District educates all children to their unique potential by teaching, modeling, and supporting the skills and attitudes that contribute to their development as globally and socially responsible citizens.

District Vision Statement

All students know their individual learning styles and talents, think creatively and critically, act responsibly, communicate effectively, and apply knowledge in a diverse and ever-changing world.



Est. 1863

Board of Trustees

John Kuntzmann, Board President

Daniel Snyder, Board Clerk

Peter Noymer, Board Member

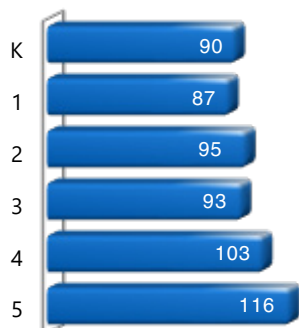
Stephen Parson, Board Member

Courtney Monk, Board Member

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



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

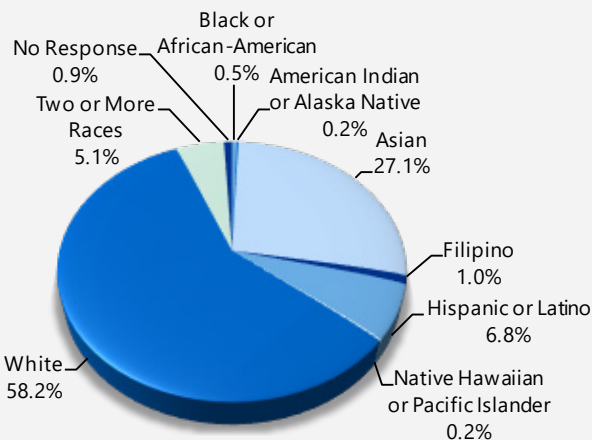
Blossom Hill ES			
	16-17	17-18	18-19
Suspension rates	0.2%	0.2%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union SD			
	16-17	17-18	18-19
Suspension rates	1.5%	1.7%	1.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 584 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



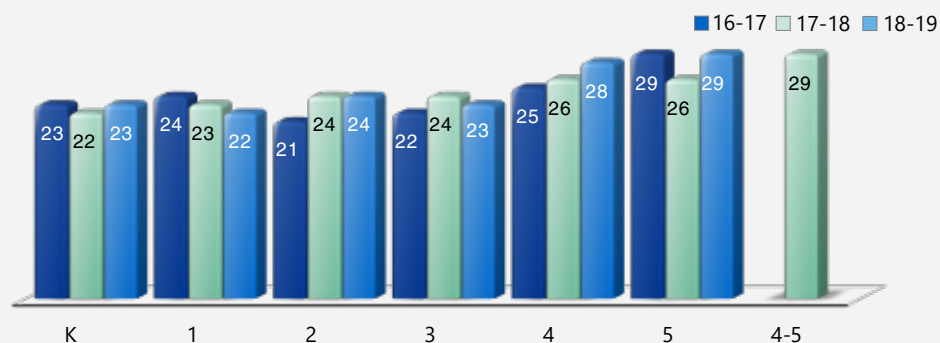
Socioeconomically disadvantaged	3.30%
English learners	5.10%
Students with disabilities	5.70%
Foster youth	0.20%
Homeless	0.00%

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



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+
K		4			4			4	
1		4			4			4	
2	1	3			4			4	
3		5			4			4	
4		5			4		1	3	
5		5			4			4	
4-5					1				



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	
	Blossom Hill ES		Los Gatos Union SD		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	
	Blossom Hill ES		Los Gatos Union SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	81%	84%	80%	79%	50%	48%
Mathematics	79%	82%	77%	76%	38%	37%

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		Blossom Hill ES
		Grade 5
Four of six standards		8.2%
Five of six standards		23.6%
Six of six standards		62.7%

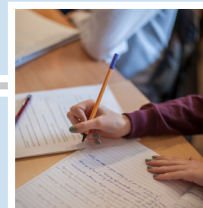
California Assessment of Student Performance and Progress (CAASPP)

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 3–5.

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 3-5)

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	311	311	100.00%	0.00%	83.92%
Male	178	178	100.00%	0.00%	80.34%
Female	133	133	100.00%	0.00%	88.72%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	77	77	100.00%	0.00%	93.51%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	0.00%	75.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	201	201	100.00%	0.00%	81.09%
Two or more races	11	11	100.00%	0.00%	81.82%
Socioeconomically disadvantaged	11	11	100.00%	0.00%	54.55%
English learners	25	25	100.00%	0.00%	84.00%
Students with disabilities	27	27	100.00%	0.00%	44.44%
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.

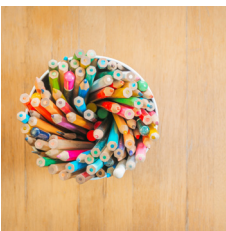
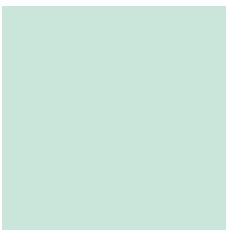




CAASPP Results by Student Group: Mathematics (grades 3-5)

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	311	307	98.71%	1.01%	82.08%
Male	178	176	98.88%	1.01%	84.66%
Female	133	131	98.50%	1.02%	78.63%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	77	77	100.00%	0.00%	93.51%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	16	16	100.00%	0.00%	56.25%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	201	197	98.01%	1.02%	79.19%
Two or more races	11	11	100.00%	0.00%	100.00%
Socioeconomically disadvantaged	11	10	90.91%	1.10%	40.00%
English learners	25	25	100.00%	0.00%	88.00%
Students with disabilities	27	26	96.30%	1.04%	46.15%
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	9/12/2019



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 12, 2019.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	<i>Reach for Reading</i> , National Geographic Learning (K-5)	2018
Mathematics	<i>My Math</i> , 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		2019-20 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		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)	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	Fair	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	10/9/2019	
Date of the most recent completion of the inspection form	10/9/2019	



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, 565 students and 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. 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 third-, fourth- and fifth-grade 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, printer, projector, document camera, 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>.

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
External	Playground platform surfaces worn. To be replaced.	December 2019



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.



"As a learning community, we are committed to providing an enriched, rigorous, standards-based curriculum that ensures our students are confident, independent learners."



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		
	Los Gatos Union SD	Blossom Hill ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	135	29	28	28
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

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		
		Blossom Hill ES		
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

Each year, Blossom Hill teachers participate in professional-development training. This year's focus is to implement Phase I of the newly adopted English language arts curriculum and increase staff capacity to support student wellbeing.

Weekly 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, technology integration and safety training. Staff also has opportunities to attend conferences and workshops related to school improvement goals.

Professional Development Days		Three-Year Data		
	2017-18	2018-19	2019-20	
Number of school days dedicated to staff development and continuous improvement	3	3	3	

✧ Not applicable.

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	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.400
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)	0.100



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
	Los Gatos Union SD	Similar Sized District
Beginning teacher salary	\$60,107	\$49,378
Midrange teacher salary	\$91,470	\$77,190
Highest teacher salary	\$115,139	\$96,607
Average elementary school principal salary	\$155,155	\$122,074
Average middle school principal salary	\$175,629	\$126,560
Superintendent salary	\$265,522	\$189,346
Teacher salaries: percentage of budget	42%	36%
Administrative salaries: percentage of budget	7%	6%

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	\$8,963
Expenditures per pupil from restricted sources	\$1,296
Expenditures per pupil from unrestricted sources	\$7,668
Annual average teacher salary	\$106,078



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
Blossom Hill ES	\$7,668	\$106,078
Los Gatos Union SD	\$9,224	\$97,542
California	\$7,507	\$77,619
School and district: percentage difference	-16.9%	+8.8%
School and California: percentage difference	+2.1%	+36.7%

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 December 2019.

School Accountability Report Card

PUBLISHED BY:



School
Innovations
& Achievement

www.sia-us.com | 800.487.9234