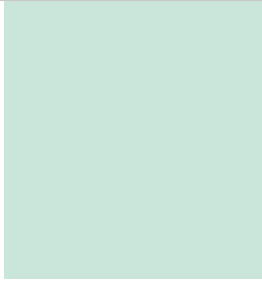


SARC



OUR
COMMUNITY



OUR
FUTURE

OUR
STUDENTS

Blossom Hill Elementary School

2014-15
School Accountability Report Card
Published in 2015-16

Lisa Reynolds
Principal
lreynolds@lgusd.k12.ca.us

16400 Blossom Hill Road
Los Gatos, CA 95032

Grades: K-5
Phone: (408) 335-2100
<http://bh.lgusd.org>

CDS Code: 43-69526-6047518

Principal's Message

At Blossom Hill Elementary School, we are focused on teaching the whole child, with students' needs 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 myriad 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 is an essential element in our success. Parents volunteer in the classrooms, 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's Visit, Science Fair, and the annual school theater and chorus productions. They also sponsor 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 at <http://bh.lgusd.org>. Follow the link to the 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 September 2015. 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.



Governing Board

Peter Noymer, *President*

Alex Potts, *Board Clerk*

Emi Eto, *Member*

Mani Farhadi, *Member*

Leigh-Anne Marcellin, *Member*

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.

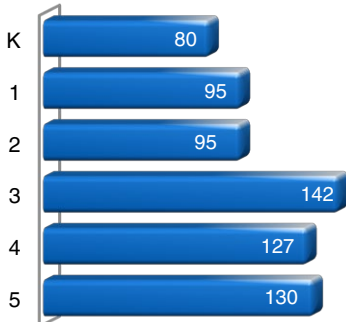
District Vision Statement

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.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

2014-15 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

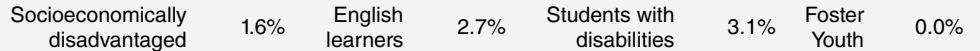
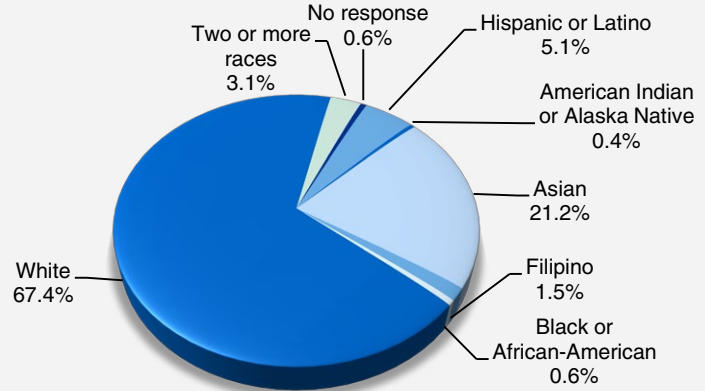
Blossom Hill ES			
	12-13	13-14	14-15
Suspension rates	0.0%	0.4%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Los Gatos Union SD			
	12-13	13-14	14-15
Suspension rates	0.3%	1.2%	0.7%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 669 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2014-15 School Year

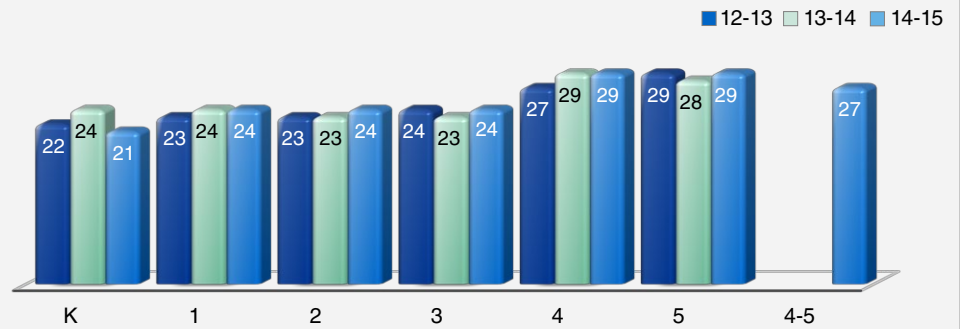


Class Size Distribution

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2012-13			2013-14			2014-15		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			4			4	
1		5			4			4	
2		5			6			4	
3		5			5			6	
4		4			4			4	
5		5			4			4	
4-5	◇	◇	◇	◇	◇	◇		1	

◇ Information is not available at this time.

Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit www.cde.ca.gov/ta/ac/ay.

Adequate Yearly Progress Criteria	2014-15 School Year		
	Blossom Hill ES	Los Gatos Union SD	California
Met overall AYP	Yes	Yes	Yes
Met participation rate:			
English language arts	Yes	Yes	Yes
Mathematics	Yes	Yes	Yes
Met percent proficient:			
English language arts	■	■	■
Mathematics	■	■	■
Met attendance rates	Yes	Yes	Yes
Met graduation rate	○	○	Yes

Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program	2015-16 School Year	
	Blossom Hill ES	Los Gatos Union SD
Program Improvement status	Not Title I	Not Title I
First year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Title I schools currently in Program Improvement		0
Percentage of Title I schools currently in Program Improvement		0.00%

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. This school and district are not in Program Improvement.



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.

Percentage of Students Meeting Fitness Standards

2014-15 School Year

Grade 5

Four of six standards	7.8%
Five of six standards	20.9%
Six of six standards	67.4%

California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

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 tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 3-5.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Blossom Hill ES			Los Gatos Union SD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	95%	91%	93%	90%	87%	88%	59%	60%	56%

California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
All students in the district	88%	
All students at the school	93%	
Male	92%	
Female	95%	
Black or African-American	❖	
American Indian or Alaska Native	❖	
Asian	96%	
Filipino	❖	
Hispanic or Latino	❖	
Native Hawaiian or Pacific Islander	❖	
White	94%	
Two or more races	❖	
Socioeconomically disadvantaged	❖	
English learners	❖	
Students with disabilities	72%	
Students receiving Migrant Education services	❖	
Foster youth	◇	

California Assessment of Student Performance and Progress Results 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/literacy and mathematics.

Students Scoring at Proficient or Advanced Levels			2014-15 School Year
Subject	Blossom Hill ES	Los Gatos Union SD	California
English language arts/literacy	80%	74%	44%
Mathematics	77%	69%	33%

❖ 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.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	142	141	99.3%	4%	19%	26%	51%
Male		75	52.8%	4%	24%	29%	43%
Female		66	46.5%	3%	14%	23%	61%
Black or African-American		1	0.7%	◇	◇	◇	◇
American Indian or Alaska Native		0	0.0%	◇	◇	◇	◇
Asian		26	18.3%	0%	8%	23%	69%
Filipino		2	1.4%	◇	◇	◇	◇
Hispanic or Latino		7	4.9%	◇	◇	◇	◇
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		103	72.5%	4%	20%	27%	49%
Two or more races		2	1.4%	◇	◇	◇	◇
Socioeconomically disadvantaged		1	0.7%	◇	◇	◇	◇
English learners		1	0.7%	◇	◇	◇	◇
Students with disabilities		4	2.8%	◇	◇	◇	◇
Students receiving Migrant Education services		0	0.0%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 3	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	142	141	99.3%	4%	16%	33%	48%
Male		75	52.8%	3%	15%	32%	51%
Female		66	46.5%	5%	17%	35%	44%
Black or African-American		1	0.7%	◇	◇	◇	◇
American Indian or Alaska Native		0	0.0%	◇	◇	◇	◇
Asian		26	18.3%	4%	4%	27%	65%
Filipino		2	1.4%	◇	◇	◇	◇
Hispanic or Latino		7	4.9%	◇	◇	◇	◇
Native Hawaiian or Pacific Islander		0	0.0%	◇	◇	◇	◇
White		103	72.5%	4%	17%	34%	46%
Two or more races		2	1.4%	◇	◇	◇	◇
Socioeconomically disadvantaged		1	0.7%	◇	◇	◇	◇
English learners		1	0.7%	◇	◇	◇	◇
Students with disabilities		4	2.8%	◇	◇	◇	◇
Students receiving Migrant Education services		0	0.0%	◇	◇	◇	◇
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

◇ 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.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	127	125	98.4%	10%	13%	20%	58%
Male		61	48.0%	16%	13%	15%	56%
Female		64	50.4%	3%	13%	25%	59%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		3	2.4%	❖	❖	❖	❖
Asian		24	18.9%	13%	8%	17%	63%
Filipino		5	3.9%	❖	❖	❖	❖
Hispanic or Latino		12	9.4%	25%	25%	17%	33%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		77	60.6%	6%	14%	21%	58%
Two or more races		4	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	1.6%	❖	❖	❖	❖
English learners		4	3.1%	❖	❖	❖	❖
Students with disabilities		3	2.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 4	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	127	125	98.4%	3%	22%	31%	44%
Male		61	48.0%	3%	20%	36%	41%
Female		64	50.4%	3%	23%	27%	47%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		3	2.4%	❖	❖	❖	❖
Asian		24	18.9%	0%	17%	33%	50%
Filipino		5	3.9%	❖	❖	❖	❖
Hispanic or Latino		12	9.4%	17%	25%	42%	17%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		77	60.6%	1%	25%	32%	42%
Two or more races		4	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	1.6%	❖	❖	❖	❖
English learners		4	3.1%	❖	❖	❖	❖
Students with disabilities		3	2.4%	❖	❖	❖	❖
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

◇ Information is not available at this time.

CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	131	128	97.7%	3%	10%	35%	52%
Male		62	47.3%	6%	11%	39%	44%
Female		66	50.4%	0%	9%	32%	59%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		24	18.3%	4%	4%	25%	67%
Filipino		4	3.1%	❖	❖	❖	❖
Hispanic or Latino		7	5.3%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		90	68.7%	3%	10%	38%	49%
Two or more races		2	1.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	1.5%	❖	❖	❖	❖
English learners		1	0.8%	❖	❖	❖	❖
Students with disabilities		11	8.4%	18%	18%	36%	27%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	131	128	97.7%	7%	18%	25%	50%
Male		62	47.3%	5%	15%	32%	48%
Female		66	50.4%	9%	21%	18%	52%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		24	18.3%	4%	4%	33%	58%
Filipino		4	3.1%	❖	❖	❖	❖
Hispanic or Latino		7	5.3%	❖	❖	❖	❖
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		90	68.7%	8%	18%	26%	49%
Two or more races		2	1.5%	❖	❖	❖	❖
Socioeconomically disadvantaged		2	1.5%	❖	❖	❖	❖
English learners		1	0.8%	❖	❖	❖	❖
Students with disabilities		11	8.4%	36%	18%	18%	27%
Students receiving Migrant Education services		0	0.0%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met Level 2 = Standard nearly met Level 3 = Standard met Level 4 = Standard exceeded

❖ 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.

❖ Information is not available at this time.

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	
2015-16 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	◇
Health	0%

Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	9/2015



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-serve 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.

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 21, 2015.

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin (K-5)	2003
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

Quality of Textbooks

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

Quality of Textbooks		2015-16 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	

Professional Development

Each year, Blossom Hill teachers participate in professional-development training. This year's focus is in using data to inform instruction through common benchmark assessments and standard-based grading.

Weekly collaboration time is dedicated to curriculum development and assessment. 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		
	2013-14	2014-15	2015-16	
Blossom Hill ES	3 days	3 days	3 days	

School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

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		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			10/14/2015
Date of the most recent completion of the inspection form			10/14/2015

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		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Electrical	Several exterior lights are out and need to be replaced. Exterior lights replaced December 2015.	

School Facilities

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. 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 added, 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.

Blossom Hill opened in 1958 and was remodeled in 2007. This new construction gives us the opportunity to provide a safe, clean and well-maintained campus for student education.

Continued on sidebar

School Facilities

Continued from left

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, 680 students and 45 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 30 students, as well as two mobile laptop carts that can travel to primary classrooms. Students in grades one and two utilize mini iPads 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 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>.



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.



"We exhibit pride in the progress and accomplishments of all students as they achieve independence and begin to take personal responsibility for their behavior."

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	
2014-15 School Year	
Academic Counselors	
FTE of academic counselors	0.000
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral or career development counselors	0.390
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	0.825
Psychologist	0.500
Social worker	0.000
Nurse	0.280
Speech/language/hearing specialist	0.400
Resource specialist (nonteaching)	0.800

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	15-16	13-14	14-15	15-16
With full credential	156	29	29	30
Without 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 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	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced priced meals program. For more information on teacher qualifications related to NCLB, visit www.cde.ca.gov/nclb/sr/tq.

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Blossom Hill ES	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	◇	◇
Low-poverty schools in district	100.00%	0.00%

◇ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2013-14 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.

District Salary Data		2013-14 Fiscal Year
	Los Gatos Union SD	Similar Sized District
Beginning teacher salary	\$51,392	\$42,723
Midrange teacher salary	\$78,209	\$65,936
Highest teacher salary	\$98,446	\$84,545
Average elementary school principal salary	\$121,598	\$106,864
Average middle school principal salary	\$140,318	\$110,494
Superintendent salary	\$202,800	\$159,133
Teacher salaries: percentage of budget	40%	40%
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		2013-14 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Blossom Hill ES	\$5,742	\$85,443
Los Gatos Union SD	\$7,111	\$84,657
California	\$5,348	\$69,086
School and district: percentage difference	-19.3%	+0.9%
School and California: percentage difference	+7.4%	+23.7%

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	
2013-14 Fiscal Year	
Total expenditures per pupil	\$6,699
Expenditures per pupil from restricted sources	\$957
Expenditures per pupil from unrestricted sources	\$5,742
Annual average teacher salary	\$85,443



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.

Data for this year's SARC was provided by the California Department of Education (CDE), 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://data1.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 of each year.

All data accurate as of December 2015.

School Accountability Report Card

PUBLISHED BY:

SIA School
Innovations
& Achievement
www.sia-us.com | 800.487.9234

Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Conditions of Learning	
State Priority: Basic	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Pupil Outcomes	
State Priority: Pupil Achievements	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
State Priority: Other Pupil Outcomes	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. ¹ EC § 52060 (d)(8)	

Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
Engagement	
State Priority: Parent Involvement	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
State Priority: Pupil Engagement	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
State Priority: School Climate	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. ² EC § 52060 (d)(6)(C)	

Note: State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit www.cde.ca.gov/fg/aa/lc/lcfaq.asp.

¹ English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

² The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.