

Cupertino Union School District Blue Hills Elementary

2021-2022 School Accountability Report Card

SCHOOL ADMINISTRATION

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SCHOOL INFORMATION

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SUPERINTENDENT

Stacy Yao
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DISTRICT INFORMATION

Cupertino Union School District
1309 South Mary Avenue
Sunnyvale, CA 94087
(408) 252-3000

BOARD OF EDUCATION

Sylvia Leong
Phyllis Vogel
Jerry Liu
Ava Chiao
Satheesh Madhathil

DISTRICT ADMINISTRATION

Stacy Yao,
Superintendent
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Chris Jew,
Chief Business Officer
Allison Liner,
Associate Superintendent,
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Mike Ghelber,
Associate Superintendent,
Human Resources
Leslie Mains,
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Mahmoud Abed,
Senior Director,
Information Technology

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all Local Educational Agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in a LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.
- To view our SARC online, please visit our website or scan the QR code above.

DATAQUEST

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (Dashboard) reflects California's new accountability and continuous improvement system and provides information about how districts and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of districts, 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 Dashboard can be accessed at <https://www.caschooldashboard.org>.



DISTRICT STATEMENTS

MISSION STATEMENT

The Mission of the Cupertino Union School District is to provide a child-centered environment that cultivates character, fosters academic excellence, and embraces diversity. District families, communities, and staff join as partners to develop creative, exemplary learners with the skills and enthusiasm to contribute to a constantly changing global society.

OUR FOCUS

- We will prepare students for future success - in high school, college, career, and in life - in this rapidly changing world
- We will provide personalized and challenging learning experiences, designed to help each child stretch towards their "just right" next learning step
- We will develop the whole child - social, emotional, intellectual, mental and physical well-being
- We will support student success and family engagement by building partnerships with parents and community organizations

OUR COMMITMENT AND PROMISE

- Provide Meaningful, Creative, and Innovative Curriculum and Instruction that supports student engagement and deepen student learning experiences
- Design Dynamic Learning Environments to meet the needs of all students while challenging each to develop existing skills, interests and understandings, as well as building new ones
- Attract, retain and support high quality staff who are seen as leaders and learners empowered to inspire our students
- Engage Family and Community as partners to actively support and improve the academic achievement, social and behavioral development, and health of our students
- Ensure District Communication systems are in place in order to connect our schools to our families and community, celebrate the successes of our students, staff and alumni while attracting and welcoming new families to the District
- Develop and maintain a District culture and infrastructure that ensures fiscal responsibility and places highest value on student learning
- Students will be provided and engage in learning experiences that are relevant and rigorous, personalized, and focused on the development of the whole child

OUR BELIEFS

- All children will progress, learn and thrive when provided engaging learning experiences and environments
- One size does not fit all - students learn at different paces and in different ways
- Academics are a portion of what matters to a child's success in school and in life
- When families, communities and schools work together, students are more successful and the entire community benefits

SCHOOL PROFILE

DISTRICT & COMMUNITY PROFILE

In 1917, the four original one-room school districts in Cupertino - San Antonio, Lincoln, Doyle, and Collins - consolidated into what is today the Cupertino Union School District. More than a century later, the Cupertino Union School District is the largest elementary school district in northern California and consistently ranks amongst the top performing elementary (TK-8th) school districts in California. Cupertino Union School District currently comprises of 17 elementary schools, one K-8 school, and five middle schools located throughout the city of Cupertino and portions of Sunnyvale, San Jose, Saratoga, Los Altos, and Santa Clara.

SCHOOL MISSION STATEMENT

The mission of Blue Hills Elementary School is to provide an image-nurturing environment in which each child has the opportunity to realize his/her potential as a lifelong learner. At Blue Hills, we use multiple measures to assess student progress and adjust instruction according to student skills. When a child fails to meet his/her full potential, we utilize a team approach for identifying needs and providing additional supports. Our encouraging environment integrates curriculum and community support so that each child has the opportunity to learn self-awareness, respect diversity, and achieve academic excellence.

SCHOOL VISION STATEMENT

Blue Hills is a discovery-based, STEAM-infused, personalized learning environment developing essential skills such as creativity and critical thinking to foster, compassionate, innovative problem-solvers.

SCHOOL BELIEF STATEMENT

Empathy and kindness guide our daily acts.

ENROLLMENT BY STUDENT GROUP

The charts display student enrollment broken down by student group.

Enrollment by Student Group	
2021-22	Percentage
Female	47.1
Male	52.9
Non-Binary	
American Indian or Alaska Native	0.7
Asian	74.3
Black or African American	1.1
Filipino	
Hispanic or Latino	5.7
Native Hawaiian or Pacific Islander	
White	10.4
Two or More Races	3.9
EL Students	16.4
Foster Youth	
Homeless	
Military	
Socioeconomically Disadvantaged	13.2
Migrant Education	
Students with Disabilities	5.4

ENROLLMENT BY GRADE

The charts display student enrollment broken down by grade.

Enrollment by Grade Level	
2021-22	Count
K	62
1st	46
2nd	41
3rd	48
4th	40
5th	43
6th	0
Total	280

CONDITIONS OF LEARNING

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

TEACHER ASSIGNMENT

The tables below display information regarding teacher preparation and placement, teachers without credentials and misassignments (considered “ineffective” under ESSA), credentialed teachers who are assigned out-of-field (considered “out-of-field” under ESSA); and class assignments. The data is collected and provided through an exchange with the Commission on Teacher Credentialing (CTC) and its California State Assignment Accountability System (CalSAAS). More information about the definitions used to determine the displayed data is available on the CDE’s Updated Teacher Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teacher Preparation and Placement						
2020-21	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.0	100.0	642.7	93.6	228,366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	3.4	0.5	4,205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	2.4	0.4	11,216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	11.1	1.6	12,115.8	4.4
Unknown	0.0	0.0	26.9	3.9	18,854.3	6.9
Total Teaching Positions	13.0	100.0	686.7	100.0	274,759.1	100.0

Teacher Preparation and Placement						
2021-22	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	N/A	N/A	N/A	N/A	N/A	N/A
Intern Credential Holders Properly Assigned	N/A	N/A	N/A	N/A	N/A	N/A
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	N/A	N/A	N/A	N/A	N/A	N/A
Unknown	N/A	N/A	N/A	N/A	N/A	N/A
Total Teaching Positions	N/A	N/A	N/A	N/A	N/A	N/A

Teachers Without Credentials and Misassignments		
	2020-21	2021-22
Permits and Waivers	0.0	N/A
Misassignments	0.0	N/A
Vacant Positions	0.0	N/A
Total Teachers Without Credentials and Misassignments	0.0	N/A

Credentialed Teachers Assigned Out-of-Field		
	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.0	N/A
Local Assignment Options	0.0	N/A
Total Out-of-Field Teachers	0.0	N/A

Class Assignments		
	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0	N/A
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0	N/A

FACILITY INSPECTION RESULTS

The chart displays the results of the most recent facilities inspection at the school. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

2022-23 School Facility Inspection Summary	
Date of Last Inspection:	10/3/2022
Data Collected:	October 2022
Overall Summary of School Facility Conditions:	Fair

School Facility Inspection Results		
Category	Rating	Repair Needed and Action Taken or Planned
SYSTEMS: Gas Leaks, Mechanical/HVAC, Sewer	Good	STAFF REST ROOM: 2. EXHAUST FAN IS NOT WORKING. STAFF REST ROOM: 2. VENT COVER IS MISSING (ON FLOOR).
INTERIOR: Interior Surfaces	Fair	ART ROOM: 4. CEILING HAS WATER DAMAGE. CEILING TILES ARE BROKEN. 13: 4. CEILING MAIN BEAM IS RUSTED. ART ROOM, KITCHEN/ SERVING, 2 (HALLWAY): 4. CEILING TILE HAS A WATER STAIN. 23: 4. CEILING TILE HAS HOLES. 2, 3: 4. CEILING TILE IS BROKEN. 24: 4. CEILING TILES ARE TORN. WALL TRIM IS MISSING. 19: 4. CEILING TILES HAVE HOLES. 1, 19, UNISEX REST ROOM: 4. CEILING TILES HAVE WATER STAINS. 28: 4. FLOOR TILES ARE BROKEN AND MISSING. WATER DAMAGE TO FLOORING AND WALL. STAFF REST ROOM: 4. STALL PARTITION SUPPORT BEAM IS LOOSE. 22: 4. WALL TRIM IS MISSING.
CLEANLINESS: Overall Cleanliness, Pest/ Vermin Infestation	Good	1, 2, 4, 5, 11, 13, 19, 21, 22, 23, FIRE RISER: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 28: 6. ANTS ARE PRESENT.
ELECTRICAL: Electrical	Fair	CONFERENCE ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING. 1: 7. ELECTRICAL COVER IS MISSING. EXTENSION CORDS ARE DAISY CHAINED. 18: 7. ETHERNET BOX AND COVER ARE MISSING. 16: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 25: 7. EXTENSION CORD AND TABLE SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. 20, 21, 23, 25: 7. MULTIPLE LIGHT BULBS ARE OUT. 11: 7. ONE CAN LIGHT IS OUT. KITCHEN/ SERVING: 7. ONE LIGHT PANEL IS BAD. 14, 28, ART ROOM: 7. ONE LIGHT PANEL IS OUT. 12: 7. OUTLET IS LOOSE (UNDER WHITEBOARD). 19: 7. SECTION OF ELECTRICAL CONDUIT IS MISSING.
RESTROOMS/FOUNTAINS: Restrooms, Sinks/ Fountains	Fair	STAFF REST ROOM: 8. ONE STALL IS OUT OF ORDER. 6: 9. DRINKING FOUNTAIN HAS A DRIP. 24: 9. DRINKING FOUNTAIN HAS NO FLOW. 20, 23, 24, UNISEX REST ROOM: 9. FAUCET HAS A LOW FLOW. WORKROOM: 9. FAUCET HAS A NO FLOW (COLD HANDLE). ADMIN: 9. FAUCET LEAKS AT FITTING. STAFF REST ROOM: 9. FAUCETS HAVE LOW FLOWS.
SAFETY: Fire Safety, Hazardous Materials	Fair	3: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 15, 19, 20, 22, 23, 28, ADMIN: 10. EVACUATION MAP IS NOT POSTED. P8, P9: 10. FIRE EXTINGUISHER IS MISSING. IDF 1 (HALLWAY), STAFF LOUNGE, STAFF REST ROOM: 10. FIRE SPRINKLER ESCUTCHEON IS MISSING. 2: 10. HALLWAY INGRESS/EGRESS IS PARTIALLY BLOCKED. 4, 8: 10. PLUG IN AIR FRESHENER. ART ROOM: 11. PAINT IS PEELING ON CEILING.
STRUCTURAL: Structural Damage, Roofs	Good	15, 28: 12. DRY ROT ON SIDING.
EXTERNAL: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	ADMIN: 14. FLAG POLE STAND IS DETERIORATING AND RUSTED AT BASE. PLAY COURTS: 14. TRIP HAZARDS THROUGHOUT. ADMIN, STAFF REST ROOM: 15. DOOR CLOSER COVER IS MISSING. 10: 15. LOCK CYLINDER IS LOOSE. NO ACCESS TO ROOM

SCHOOL FACILITIES

Blue Hills is comprised of a TK/Kindergarten area, library media center, GLC, Collaborative STEAM Spaces, multipurpose room, and 17 classrooms. The school also enjoys a spacious playground with play structures for TK/Kindergarten, primary, and upper grades, as well as grassy fields for running, sports, and games. Blue Hills has just completed school-wide modernization and construction. Modernization included creating a new warming kitchen/speed line, installing flexible walls within the Guided Learning Center classrooms, creating Collaborative STEAM Spaces within the Guided Learning Center, creating a staff work room, updating existing classrooms, and playground blacktop resurfacing.

Campus Supervision & Safety

The Cupertino Union School District, all schools, and staff are dedicated to ensuring the safety of all students when attending school. Before school, during recess and lunch, students are monitored by school staff. When students are dismissed for the day, teachers and other school staff monitor the student pickup areas. During school hours, all visitors must sign in at the front office, show photo identification, and wear identification badges while on campus.

Cleaning Process

The Principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. In the evenings and during the day, custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by the Cupertino Union School District to ensure that all classrooms and facilities are maintained to a degree of adequacy.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs.

INSTRUCTIONAL MATERIALS

Cupertino Union School held a Public Hearing on September 22, 2022, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

***Note: History/Social Studies Curricula**

The district is in the process of transitioning to new curricula and instructional materials for the subject of History/Social Studies for grades kindergarten through five. The district has reviewed the materials that are currently in-use and determined them to be aligned with the state standards. The new curricula is currently being piloted and is expected to be adopted during the spring of 2023 with full implementation during the 2023-24 school year.

TEXTBOOKS

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

2022-23 Instructional Materials			
Subject	Textbooks and Other Instructional Materials / Year of Adoption	From Most Recent Adoption ?	Percent of Students Lacking Own Assigned Copy
English / Language Arts	Grades: K-5th / Course: English/Language Arts / Publisher: Houghton Mifflin/ Adoption: 2003	Yes	0
	Grades: K-5th / Course: English/Language Arts / Publisher: Heinemann/ Adoption: 2014	Yes	0
Mathematics	Grades: K-5th / Course: Mathematics / Publisher: Houghton Mifflin Harcourt/ Adoption: 2015	Yes	0
History / Social Science	Grades: K-5th / Course: History/Social Science / Publisher: Pearson Scott Foresman/ Adoption: 2007	No	0
Science	Grades: K-5th / Course: Science / Publisher: Accelerate Learning/ Adoption: 2020	Yes	0
	Grades: K-5th / Course: Science / Publisher: Pearson/ Adoption: 2020	Yes	0
Foreign Language	N/A	N/A	N/A
Visual / Performing Arts	N/A	N/A	N/A
Health Education	N/A	N/A	N/A

PUPIL ACHIEVEMENT AND OUTCOMES

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- 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).

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) is a collection of tests used statewide to provide teachers, students and parents with information about how students are doing in school. The assessment system utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Summative assessment results include student scores, achievement levels, and descriptors that describe performance. Information regarding the CAASPP test results of mathematics for each grade and achievement standards can be found on the CDE CAASPP-ELPAC Results website at <https://www.caaspp-elpac.cde.ca.gov/caaspp/>. The CAASPP System consists of the following assessments:

- Smarter Balanced English language arts/literacy (ELA) and mathematics
- California Alternate Assessments for ELA, mathematics, and science
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- Smarter Balanced Interim Assessments

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The value "N/T" indicates that students were not tested, and therefore no scores are available at this time.

ASSESSMENT RESULTS

The table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11), Mathematics (grades 3-8 and 11), and Science (Grades 5, 8, and high school).

Assessment Results by Subject			
	School	District	State
	2021-22	2021-22	2021-22
English Language Arts/Literacy (Grades 3-8 and 11)	89	84	47
Mathematics (Grades 3-8 and 11)	93	84	33
Science (Grades 5, 8, and 10)	79	77	29

Assessment Results by Student Group - English Language Arts					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	132	130	98.48	1.52	89.23
Male	65	63	96.92	3.08	85.71
Female	67	67	100.00	0.00	92.54
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	107	106	99.07	0.93	90.57
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	12	11	91.67	8.33	81.82
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	13	13	100.00	0.00	69.23
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Mathematics					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	132	131	99.24	0.76	93.13
Male	65	64	98.46	1.54	96.88
Female	67	67	100.00	0.00	89.55
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	107	107	100.00	0.00	95.33
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	12	11	91.67	8.33	100.00
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	13	13	100.00	0.00	61.54
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

Assessment Results by Student Group - Science					
2021-22	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	% Met or Exceeded Standard
All Students	44	43	97.73	2.27	79.07
Male	22	21	95.45	4.55	80.95
Female	22	22	100.00	0.00	77.27
Non-Binary					
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	36	36	100.00	0.00	80.56
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
EL Students	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	--	--	--	--	--
Migrant Education	0	0	0.00	0.00	0.00
Students with Disabilities	--	--	--	--	--

PHYSICAL FITNESS ASSESSMENT

In the spring of each year, all California schools are required by the state to administer a physical fitness test to students in the fifth, seventh, and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in five major areas. The five major areas are Aerobic Capacity, Abdominal Strength and Endurance, Extensor and Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

The table displays the percentage of students participating in each of the five fitness evaluations by grade. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

2021-22 Physical Fitness Test Participation					
Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5th	98	98	93	98	98

PUPIL ENGAGEMENT

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout and graduation rates
- Chronic absenteeism rates

CHRONIC ABSENTEEISM

Attendance is critical to academic achievement. Regular daily attendance is a priority and is expected for students. A student who is absent on 10 percent or more of the school days in the school year is considered to be a "chronic absentee". Chronic absenteeism negatively impacts student learning and achievement and is closely monitored by school staff and the district. Rates of chronic absenteeism for the school are displayed below.

Chronic Absenteeism Rate (Percentage)				
2021-22	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate (Percentage)
All Students	300	296	28	9.5
Female	139	139	7	5
Male	161	157	21	13.4
Non-Binary				
American Indian or Alaska Native	2	2	1	50
Asian	226	223	13	5.8
Black or African American	3	3	0	0
Filipino	0	0	0	0
Hispanic or Latino	16	16	4	25
Native Hawaiian or Pacific Islander	0	0	0	0
White	30	29	4	13.8
Two or More Races	11	11	2	18.2
EL Students	57	54	7	13
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Military				
Socioeconomically Disadvantaged	43	42	7	16.7
Migrant Education	0	0	0	0
Students with Disabilities	21	21	6	28.6

PARENT ENGAGEMENT

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

PARENT INVOLVEMENT

Blue Hills has a strong culture of parent involvement, believing it really does take a village! Our school focuses on establishing a kind and caring community, as well as creating a strong sense of belonging amongst students, staff and families. Besides seeing parents on campus volunteering in a variety of roles (ie: supporting the teachers with hands-on activities, Project Cornerstone readers, and leading lunchtime clubs such as Bobcat Laps Running Club), there are two distinct parent organizations at Blue Hills that are the building blocks of our community. These parents organizations (PTA and BHEF) work in tandem to provide amazing enrichment programs, activities, and events across the site for all students. Alongside our PTA and BHEF is an important decision-making committee (SSC) to ensure all voices are heard in our school community.

The PTA provides many opportunities for families to become involved in their child's educational experience. With family participation and/or monetary support, the PTA provides our students with such wonderful experiences such as Project Cornerstone reading program, Bobcat Laps Running Club, Classroom discretionary funds, school-wide assemblies, and an annual Read-a-Thon. PTA also ensures school safety with providing parent volunteers before and after school and supplying each classroom with disaster preparedness supplies. PTA has two major fundraisers (Fall Festival and Read-a-Thon) during the school year which are also considered events that build community and relationships between families and the staff at Blue Hills. These events are the highlight of the year for many!

Blue Hills Educational Fund (BHEF) is a foundation dedicated to support and enhance the programs, initiatives, and priorities of Blue Hills Elementary. They are leading the charge in enhancing our school's STEAM-infused instruction, blending visual and performing arts with science, technology, math, and engineering. The Blue Hills STEAM-infused learning environment is designed to help our children become the innovators, educators, leaders, and learners of the 21st century! BHEF raises funds to pay for personnel such as our TK-3 music teacher, TK-5 art teacher, technology specialist, librarian, and classroom instructional assistants. BHEF also helps support school initiatives such as professional development for staff, SEL (Social Emotional Learning) Programming, and after-school programming for students. Fundraising vehicles include corporate matching programs, family dine-out nights, Amazon Smile, BHEF Showcase, and direct donations.

The School Site Council (SSC) comprised of school staff and parents working together to improve the quality of education, address school needs and update the school plan. This committee meets about six times per year to give guidance and feedback regarding the school plan and other site initiatives.

For additional information about organized opportunities for parent involvement at Blue Hills Elementary, please contact the school office at (408) 257- 9282.

SCHOOL CLIMATE

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

SCHOOL SAFETY

Safety of students and staff is a primary concern of the Cupertino Union School District. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, assigned staff supervise students and school grounds, including the cafeteria and recreation area, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB 187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures. Fire drills are conducted on a monthly basis throughout the school year and intruder/lock-down drills are held annually.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall, at the start of each school year. The last review was in August 2022. An updated copy of the plan is available to the public at the school office.

SUSPENSIONS AND EXPULSIONS

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted. Due to the COVID-19 pandemic, the 2019-2020 and 2020-2021 suspension and expulsion rate data are not comparable to prior year data. In instances where there was not in-person learning for the entire school year, it would be inappropriate to make any comparisons of the suspension and expulsion rates to school years that offered in-person learning for the entire school year.

Suspension and Expulsion Rates						
	Suspensions			Expulsions		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
School	0	0	1	0	0	0
District	0.54	0.04	0.5	0	0	0.01
State	2.45	0.2	3.17	0.05	0	0.07

Suspension & Expulsion Rates by Student Group		
2021-22	Suspensions	Expulsions
All Students	1	0
Female	0	0
Male	1.86	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0.88	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
White	0	0
Two or More Races	0	0
EL Students	0	0
Foster Youth	0	0
Homeless	0	0
Military		
Socioeconomically Disadvantaged	4.65	0
Migrant Education	0	0
Students with Disabilities	9.52	0

OTHER SARC INFORMATION

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

ADDITIONAL INTERNET AND PUBLIC LIBRARY ACCESS

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Cupertino, Saratoga, Santa Clara, San Jose, Los Altos, and Sunnyvale, which contain numerous computer workstations.

PROFESSIONAL DEVELOPMENT

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. The district annually dedicates four days exclusively to the professional development of school site staff. The district continuously offers additional professional development opportunities to staff throughout the school year.

The table below displays the number of professional development days available to staff.

Recent topics for staff development include but are not limited to:

- English 3D
- English Language Arts Cadre
- English Language Development Read 180
- English Language Proficiency Assessments for California Training
- Elementary School History and Social Science Pilot
- Inspire Reading
- Inspire Writing
- K-5 Science Pilot
- Learning Labs
- Math Cadre
- Middle School English Language Arts
- Middle School History and Social Science Pilot
- Middle School Science Pilot
- Minecraft
- Positive Behavioral Intervention and Support
- Public Education and Business Coalition Workshop
- Safety Care Training
- Science Consensus Building Day
- Teachers College Project Schools
- U of S Writing Intro for New Hires
- 5th grade Human Growth and Development Staff Training
- 6th grade Math Institute
- 7th grade Human Growth and Development Staff Training

DISTRICT REVENUE SOURCES

In addition to general state funding, the Cupertino Union School District receives state and federal funding for the following categorical funds and other support programs:

FEDERAL FUNDS

- Title I
- Workability I
- Title II Part A-Teacher Quality
- Title II Technology
- Title II Administrator Training
- Title III LEP
- Title IV
- Title V

STATE FUNDS

- Tier III Flex Categorical Funds
- Class Size Reduction
- EIA
- Lottery - Proposition 20

SCHOOL AND DISTRICT EXPENDITURES

The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state. Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, are not controlled by law or donor. The California Department of Education issued guidance to the district in August 2018 regarding how to calculate school-level per-pupil expenditures.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://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 <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

2020-21 Expenditures per Pupil	
School: Total Expenditures Per Pupil	\$ 7,498
School: From Supplemental/Restricted Sources	\$ 493
School: From Basic/Unrestricted Sources	\$ 7,005
District: From Basic/Unrestricted Sources	\$ 6,095
Percentage of Variation between School & District	14.93 %
State: From Basic/Unrestricted Sources	\$ 6,594
Percentage of Variation between School & State	6.23 %

TEACHER AND ADMINISTRATIVE SALARIES

This table displays District salaries for teachers, principals, and superintendents, and compares these figures to the State averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the District's budget, and compares these figures to the State averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

2020-21 Average Salary Information		
	District	State
Beginning Teachers	\$ 61,648	\$ 52,641
Mid-Range Teachers	\$ 90,619	\$ 83,981
Highest Teachers	\$ 116,900	\$ 107,522
Elementary School Principals	\$ 163,040	\$ 136,247
Middle School Principals	\$ 171,531	\$ 142,248
High School Principals	\$ 0	\$ 139,199
Superintendent	\$ 278,934	\$ 242,166
Teacher Salaries	40 %	34 %
Administrative Salaries	6 %	5 %

SCHOOL SITE TEACHER SALARIES

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the District and throughout the State.

2020-21 Average Teacher Salary	
School	\$ 96,043
District	\$ 91,772
Percentage of Variation between School & District	4.65 %
All Similar School Districts	\$ 87,271
Percentage of Variation between School & State	10.05 %