Lupine Hills Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 an 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 Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

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

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Lupine Hills Elementary School
Street	1919 Lupine Road
City, State, Zip	Hercules, CA 94547-1299
Phone Number	(510) 231-1411
Principal	Michael Aaronian
E-mail Address	maaronian@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1089
Grades Served	K-5
CDS Code	07-61796-6097141

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Lupine Hills Elementary School is located in Hercules, California and serves approximately 400 West County students in Grades TK through 5.

The mission of Lupine Hills Elementary School is to provide every student with equal access to a quality education. Teachers are encouraged to use culturally responsive strategies, including multiple methods in mathematics, to engage all students in the Common Core State Standards curriculum. At Lupine Hills, we believe that all children are capable of learning at increasingly higher levels. We believe that every child can and will succeed in ways that reflect his or her own unique aptitude and interests. Our aim is to produce effective, informed, productive, civic-minded students, who are progressively becoming college and career ready. We strive to enable students to develop physically and mentally, as well as emotionally and socially. Lupine Hills pledges to:

• prepare our students for a rapidly changing world - specifically college & career
• promote whole child development through school/parent/community partnerships,
• recognize and value diversity,
• have high expectations for the entire student body, staff and parents,
• promote educational excellence by raising achievement and attendance levels

The staff and parents of Lupine Hills Elementary work together to promote a strong and challenging academic program that will produce students rich in self-confidence, self-respect, and caring for others as well as an awareness of the environment. Our mission is to achieve a balanced education for our students.

2014-15 established Lupine Hills Mantra:
We believe we will learn.
We believe we will lead.
We believe we will achieve.
Yes! We will!

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	87
Grade 1	51
Grade 2	72
Grade 3	60
Grade 4	75
Grade 5	65
Total Enrollment	410

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	24.9
American Indian or Alaska Native	0.2
Asian	22.4
Filipino	20.5
Hispanic or Latino	22.4
Native Hawaiian or Pacific Islander	0.5
White	7.6
Two or More Races	1.5
Socioeconomically Disadvantaged	40
English Learners	20
Students with Disabilities	15.4
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

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 Credentials

Teachers	School			District
	2013-14	**2014-15**	**2015-16**	**2015-16**
With Full Credential	16	18	21	21
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	84.2	15.8
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-5)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%
Health	SPARKS P.E.	Yes	0%
Visual and Performing Arts	Art Attacks MOCHA	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lupine Hills Elementary School opened its new facility the Fall of 2005.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repair ceiling tiles in one room (work order submitted). Video screen missing in two classrooms (work order submitted).

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Alarm panel buzzing in office does not stop (work completed).
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		One classroom door does not shut completely (work order submitted). Two classroom doors do not lock (work completed). ***Crash bar gates have been requested by the site in four (4) locations: front entrance; front entrance /playground; back entrance/playground; back access between garden area & playground. Fence height extensions to establish a consistent height have been requested by the site.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement
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], Science California Standards Tests); and
• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	**District**	**State**
English Language Arts/Literacy	39	32	44
Mathematics	39	22	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	62	62	100.0	32	32	26	10
	4	77	77	100.0	45	18	14	22
	5	67	67	100.0	27	27	31	15
Male	3		33	53.2	33	30	30	6
	4		42	54.5	62	17	17	5
	5		31	46.3	39	26	26	10
Female	3		29	46.8	31	34	21	14
	4		35	45.5	26	20	11	43
	5		36	53.7	17	28	36	19
Black or African American	3		15	24.2	60	33	0	7
	4		23	29.9	70	17	4	9
	5		15	22.4	73	13	13	0
Asian	3		11	17.7	27	27	36	9
	4		10	13.0	--	--	--	--
	5		24	35.8	17	25	38	21
Filipino	3		12	19.4	8	17	50	25
	4		20	26.0	15	20	25	40
	5		13	19.4	0	23	54	23
Hispanic or Latino	3		16	25.8	31	38	31	0
	4		19	24.7	58	16	16	11
	5		12	17.9	17	42	25	17
Native Hawaiian or Pacific Islander	5		1	1.5	--	--	--	--
White	3		8	12.9	--	--	--	--
	4		5	6.5	--	--	--	--
	5		2	3.0	--	--	--	--
Socioeconomically Disadvantaged	3		28	45.2	43	29	21	7
	4		44	57.1	57	14	16	14
	5		29	43.3	41	21	28	10
English Learners	3		12	19.4	33	50	17	0
	4		8	10.4	--	--	--	--
	5		11	16.4	55	36	9	0
Students with Disabilities	3		12	19.4	67	33	0	0
	4		15	19.5	93	0	0	7
	5		15	22.4	93	0	7	0
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	62	62	100.0	40	34	18	8
	4	77	77	100.0	38	26	18	18
	5	67	67	100.0	24	21	27	27
Male	3		33	53.2	36	36	18	9
	4		42	54.5	48	21	19	12
	5		31	46.3	29	26	19	23
Female	3		29	46.8	45	31	17	7
	4		35	45.5	26	31	17	26
	5		36	53.7	19	17	33	31
Black or African American	3		15	24.2	67	27	0	7
	4		23	29.9	57	35	4	4
	5		15	22.4	60	20	7	7
Asian	3		11	17.7	18	55	18	9
	4		10	13.0	--	--	--	--
	5		24	35.8	4	29	25	42
Filipino	3		12	19.4	17	17	42	25
	4		20	26.0	15	15	35	35
	5		13	19.4	8	8	38	46
Hispanic or Latino	3		16	25.8	44	38	19	0
	4		19	24.7	53	16	26	5
	5		12	17.9	33	17	42	8
Native Hawaiian or Pacific Islander	5		1	1.5	--	--	--	--
White	3		8	12.9	--	--	--	--
	4		5	6.5	--	--	--	--
	5		2	3.0	--	--	--	--
Socioeconomically Disadvantaged	3		28	45.2	46	32	18	4
	4		44	57.1	50	30	14	7

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		29	43.3	41	21	14	21
English Learners	3		12	19.4	33	58	8	0
	4		8	10.4	--	--	--	--
	5		11	16.4	36	45	18	0
Students with Disabilities	3		12	19.4	75	17	8	0
	4		15	19.5	87	7	7	0
	5		15	22.4	67	27	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	68	45	56	46	48	46	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	56
Male	70
Female	45
Black or African American	--
Asian	68
Filipino	53
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	54
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	13.60	30.30	37.90

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

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 schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

LUPINE HILLS PARENT-TEACHER ASSOCIATION (PTA): Lupine Hills has an exceptionally active PTA and a very committed group of parent volunteers. The staff truly appreciates our wonderful group of parents. The Lupine Hills PTA works in conjunction as a true partner with the school and aligns with the school's goals and objectives. This partnership has proven to be an added value to our school! This has resulted in a closer relationship between the school and the community, which greatly benefits our students and families. Our PTA plans many activities, including: ice cream social, book fairs, Back to School Night information table, Open House, Family University Night, Teacher Appreciation Week, School Spirit Wear, Family Writing Night, promotion ceremony, Field Day, and fundraisers. General PTA meetings are generally held monthly. Our PTA works with our teacher liaisons and principal to ensure coordination and alignment. Parents also participate as classroom volunteers, field trip drivers and/ or chaperons, and campus supervisors (all volunteers secure WCCUSD identification badges and are to follow established district protocol).
See below.

School Site Council (SSC) meetings are scheduled monthly.

Parent Volunteer Opportunities include:
• Rainy day room/hallway monitor
• Science Fair
• Field Day
• Junior Achievement Day
• Morning supervision
• Classroom volunteer
• University Night (math/Science)
• School Site Council
• PTA
• After school clubs
• Garden
• Field trips
• Library helper
• Box tops (fundraising)
• Tutoring
• Recycling
• Volunteer coordination
• Computer Lab/techie
• Book Fair
• Spirit Week
• December gift shop

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: 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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.93	1.64	0.00	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Student safety and supervision is our number one priority. At all times, we expect each of our students to be in a location where they can see us and we can see them. In June 2014, the Lupine Hills Faculty developed the following school-wide expectations for conduct.

2014-15 Lupine Hills School-wide Expectations:
Be ready to learn. Be positive. Be kind and respectful. Be safe and responsible. Be a scholar!

In August 2015, the Lupine Hills Playground Promise was established. Lupine Hills Playground Promise for Recess.

Be ready to learn. We learn new games and try new things (image of boy jumping rope)

Be positive :-)   We include other people in our games. We notice when someone is left out & invite them to join us. We say "Good job, nice try" when someone gets out (comic cloud "Good job; nice try). We play with sportsmanship

Be kind and respectful. We wait in line and take turns (play structure, kickball). We use "please" and "thank you". We use rock-paper-scissors/ro-sham-bo to make decisions and prevent conflicts. We talk with each other to understand and eliminate problems

Be safe and responsible. We use butterfly touches. We keep our hands to ourselves. We respect game boundaries. We get help for a friend who's hurt.

Be a scholar! We will be ready and prepared to learn in class. We know when to ask for help when needed. We will be on time

Additional Yard Procedures (to be placed at designated yard areas). Balls are to be used only away from the play structure. Classroom equipment stays in the classroom. We stay on our bottom and feet first (slide). We go low to high (play structure bars). I must be able to safely reach playground structures by myself. We use our "walking feet" back to line -19 August 2015 ILT. In 2014-15, staff participated in extensive PlayWorks Training. In 2015-16, Lupine Hills' staff includes a 25% Play Works Coach.

In August, 2014, May 2015, and August, 2015 a 5th Grade Student Leadership Camps were held at Lupine Hills School. Curriculum included:
- Leadership Characteristics & Behaviors
- Building Community
- School-wide Focus Areas
- Cross-aged tutoring & classroom support
- Campus supervision assistant, includes PlayWorks & rainy day monitors
- Office assistant
- Conflict mediation
- Recycling management & compostable food materials managers
- Safety drill monitors/assistants

Students practiced safety drills with progressively larger groups (by class, by grade, by entire school).
Fire Drills are held on a monthly basis. Active Shooter training was held September 2015 with all teachers and office/custodial team members. Shelter-In-Place drill was conducted November 4, 2015.

We are completing a newly revised (WCCUSD) School Site Safety Plan to be completed in December, 2015. In April, 2015, an Anti-Bullying Club was established by students. On-going Conflict Mediation training for 5th & 4th Grade student leaders during the instructional day continued starting October, 2015.

A very likely school-wide partnership with the Kid Power Program will begin in January, 2015 (suggested by Instructional Leadership Team & supported by School Site Council) focused on these priorities:
#1 - Stranger Safety
#2 - Bullying Prevention
This partnership included a select number of classrooms in 2014-2015(www.kidpower.org/).

We plan to also soon partner with the Anti-Defamation League and participate in the No Place for Hate Program (www.adl.org/npfh/). Periodic review of procedures with staff occurs during the school year. Topics are addressed at Wednesday Faculty Collaboration Meetings, parent orientations, and PTA Meetings.

D. 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	2		26		2		22		4	
1	26		2		23		3		25		2	
2	28		3		20	1	2		22		3	
3	24	1	2		24	1	3		17	4		
4	30		2		28		2		22	1	2	
5	27	1		2	23	1	2		25	1	2	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.80	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	$7304.03	$5507.88	$1796.15	$58733.43
District	N/A	N/A	$9682.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-81.4	4.2
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-66.4	-19.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Lupine Hills School include:

Special Ed
Economic Impact Aid
ELAP

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Collaboration Norms established March 26, 2014 and revised August 13, 2014:
- Assume positive intentions on behalf of your colleagues
- Share the Air
- Take turns / active listening
- Agree to disagree –it's okay to disagree
- Positive and Polite Please
- Strive and push for consensus

2015-16 Professional Development Goals:
- Improve school climate by learning additional PlayWorks foundational principles and practices, and by creating and using more positive/encouraging language.
- Increase the existing capacity of our teaching team to disaggregate formative assessments into meaningful information that guides instruction (Renaissance Learning, WCCUSD Benchmarks)
- Continue to share/create lessons/routines that utilize best practices, which enable us to achieve the three identified anchor standards for 2014-2016 (focus on Writing and Mathematics - Multiple Methods)
- Increase teacher capacity to utilize technology which will enhance classroom instruction and professional collaboration

ILT Process Goal:
Monthly, at least 50% of our ILT Meeting time will be dedicated to discuss teacher support for student successes measured by ILT Meeting notes (Google doc). -ILT SMART GOALS from August 19

Professional Development activities will center around best practices in the following Common Core ELA focus areas (and Multiple Methods for Mathematics):

Lupine Hills School-wide Anchor Standards, 2014-2016:
A. Listening & Speaking
Anchor Standard #1: Prepare for and participate effectively in a range of conversation and collaboration with diverse partners building on others' ideas and expressing their own clearly and persuasively.
B. Reading
Anchor Standard #1: Read closely to determine what the text says explicitly to make logical inferences, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
C. Writing
Anchor Standard #2: Text Type for writing. Writing to inform and explain, focus on topic sentence.

Lupine Hills Elementary 2015-16 Thematic Writing to Inform:
August/September – Being Me
October - Our School, Our Town, Our State
November/December - Traditions/Food Traditions
January/February - I Have a Dream (TK-1)/Biography (2-5)
March/April - Our Environment
May/June - Reflections through Friendly Letter

2014-15 Professional Development Goals:
- Build a system which enables teachers to internally report informative data throughout the year. For our immediate PD, this data (DIBELS & Benchmark 3) will be used to help us plan for the beginning of the 2014-15 (vertical articulation).
- Increase the existing capacity of our teaching team to disaggregate formative assessments into meaningful information that guides instruction. We will use the results to identify target areas (*grade-level specific target areas; school-wide learning/instructional methodology).
- Determine and plan/ create school-wide lessons/routines that utilize Best Practices, which enable us to achieve the three identified anchor standards for 2014-2015

Professional Development activities will center on best practices in the following Common Core ELA focus areas (and Multiple Methods for Mathematics. Lupine Hills School-wide Anchor Standards, 2014-2015:
A. Listening & Speaking
Anchor Standard #1: Prepare for and participate effectively in a range of conversation and collaboration with diverse partners building on others' ideas and expressing their own clearly and persuasively.

B. Reading

Anchor Standard #1: Read closely to determine what the text says explicitly to make logical inferences, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

C. Writing

Anchor Standard #2: Text Type for writing. Writing to inform and explain, focus on topic sentence.

Lupine Hills Elementary School Thematic Writing to Inform 2014-15:
- August/September – Being Me
- October – Community
- November/December - Traditions
- January/February – I Have a Dream (TK-1)/Biography (2-5)
- March/April – Our Environment
- May/June – Reflections through Friendly Letter

Other professional development/collaboration topics include:
- Illuminate Training
- Intervention Strategies
- Peer Observation/Collaboration - Best Practices