Lupine Hills Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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	Heather Best
E-mail Address	hbest@wccusd.net
Web Site	www.wccusd.net/Page/1089
CDS Code	07-61796-6097141

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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

Lupine Hills Elementary School is a community school environment where we strive to have every child feel safe and willing to learn. Teachers are encouraged to use culturally responsive strategies, and individualized education strategies, including a workshop model of instruction, to engage all students in the California State Standards.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	71
Grade 1	66
Grade 2	51
Grade 3	63
Grade 4	59
Grade 5	73
Total Enrollment	383

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	24.5
American Indian or Alaska Native	0.5
Asian	19.3
Filipino	21.1
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0
White	8.9
Two or More Races	2.1
Socioeconomically Disadvantaged	39.7
English Learners	20.9
Students with Disabilities	16.2
Foster Youth	0.5

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	21	18	18
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	93.8	6.3
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	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 (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	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 of the most recent FIT report: July 2016				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Install one seat cover holder per restroom
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Replace lock and chain on gate by handicap parking Kids are using sticks to jam the gate lock Modify gates to handle crash bars on the hallway corridor Repair cut fence at front, repair cut fence at rear, repair cut fence at courtyard entrance Modify gate to install panic hardware

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] System, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	39	39	33	35	44	48
Mathematics	39	29	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	60	58	96.7	32.8
	4	61	61	100.0	32.8
	5	75	75	100.0	48.0
Male	3	31	30	96.8	33.3
	4	29	29	100.0	37.9
	5	40	40	100.0	30.0
Female	3	29	28	96.5	32.1
	4	32	32	100.0	28.1
	5	35	35	100.0	68.6
Black or African American	3	15	15	100.0	13.3
	4	15	15	100.0	20.0
	5	20	20	100.0	20.0
Asian	3	11	10	90.9	40.0
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	12	12	100.0	66.7
	5	21	21	100.0	90.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	**3**	18	18	100.0	27.8
	4	19	19	100.0	26.3
	5	17	17	100.0	17.6
White	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	**3**	--	--	--	--
Socioeconomically Disadvantaged	**3**	34	34	100.0	26.5
	4	27	27	100.0	25.9
	5	40	40	100.0	40.0
English Learners	**3**	16	15	93.8	6.7
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	**3**	15	15	100.0	6.7
	4	13	13	100.0	7.7
	5	17	17	100.0	17.6
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**3**	60	58	96.7	24.1
	4	61	61	100.0	32.8
	5	75	75	100.0	30.7
Male	**3**	31	30	96.8	26.7
	4	29	29	100.0	41.4
	5	40	40	100.0	22.5
Female	**3**	29	28	96.5	21.4
	4	32	32	100.0	25.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	35	35	100.0	40.0
Black or African American	**3**	15	15	100.0	13.3
	4	15	15	100.0	20.0
	5	20	20	100.0	10.0
Asian	**3**	11	10	90.9	50.0
	4	--	--	--	--
	5	--	--	--	--
Filipino	**3**	--	--	--	--
	4	12	12	100.0	50.0
	5	21	21	100.0	61.9
Hispanic or Latino	**3**	18	18	100.0	11.1
	4	19	19	100.0	31.6
	5	17	17	100.0	11.8
White	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Two or More Races	**3**	--	--	--	--
Socioeconomically Disadvantaged	**3**	34	34	100.0	14.7
	4	27	27	100.0	25.9
	5	40	40	100.0	12.5
English Learners	**3**	16	15	93.8	
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	**3**	15	15	100.0	6.7
	4	13	13	100.0	7.7
	5	17	17	100.0	11.8
Foster Youth	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	45	56	45	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	75	69	92.0	44.9
Male	40	36	90.0	36.1
Female	35	33	94.3	54.6
Black or African American	20	17	85.0	23.5
Filipino	21	20	95.2	60.0
Hispanic or Latino	17	16	94.1	50.0
Socioeconomically Disadvantaged	40	35	87.5	48.6
Students with Disabilities	17	15	88.2	33.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.3	32.4	18.9

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 (School Year 2016-17)

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 community activities throughout the school year. 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 chaperones, and campus supervisors (all volunteers secure WCCUSD identification badges and are to follow established district protocol).

School Site Council (SSC) meetings are scheduled monthly. The SSC has five parent member positions who work together with staff and the community in order to plan and monitor goals and budgetary decisions.

ELAC (English Learner Advisory Committee gathers to advise on matters pertaining to students and families of English Learners.

Lupine Hills will host Parent University for the first time this school year.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.6	0.0	1.9	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

The staff of Lupine Hills Elementary is committed to providing a safe environment so that all of our students can have opportunities to learn. We conduct monthly fire drills on the last Wednesday of the month, as well as periodic shelter in place and other safety drills. The staff most recently reviewed the safety plan and procedures in September 2016. We also work closely with Hercules police and fire departments, for open communication, advisement, and assistance purposes.

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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	26		2		22		4		24		3	
1	23		3		25		2		21	1	2	
2	20	1	2		22		3		23		2	
3	24	1	3		17	4			24		3	
4	28		2		22	1	2		27		1	
5	23	1	2		25	1	2		33		1	1
Other									17	2		

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 2015-16)

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	.50	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5067.82	966.29	4101.53	61931.71
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-36.0	-4.8
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-27.8	-18.3

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Lupine Hills School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
EDUCATION PROTECTION ACCOUNT
SP ED IDEA BASIC LOCAL ENTITL
SPECIAL ED - E
ONGOING & MAJOR MAINT ACCOUNT
MEDI-CAL ADMIN ACTIVITIES
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
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)

Lupine Hills Elementary has identified two major areas of professional development for the 2016-2017 school year: positive school climate and the workshop model of instruction. Staff members have collaborated to establish school-wide discipline procedures, norms, and expectations. Roles, zones, and attention signals have been established for the cafeteria, play yard, and other common areas. Teachers have also agreed to adopt Teachers College Writing Program and are committed to a robust series of professional development opportunities in this area beginning this year. These areas of PD focus were determined based on discipline data, ELA student performance, and staff member desire to provide the best educational opportunities for our students.

Additional professional development is provided through regular collaboration between staff members, afternoon and weekend workshops and classes, district and non-district conferences, the Teacher Induction Program, additional mentoring opportunities, and coaching from the principal.