

**Lupine Hills Elementary School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

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

<b>District Contact Information</b>	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Bruce Harter
<b>E-mail Address</b>	bharter@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

## 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 Lupine Hills Mantra:

We believe we will learn.  
We believe we will lead.  
We believe we will achieve.  
Yes! We will!

- created by Lupine Hills Elementary School Faculty 11 June 2014

### Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	52
Grade 1	74
Grade 2	65
Grade 3	84
Grade 4	62
Grade 5	62
<b>Total Enrollment</b>	<b>399</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	24.8
American Indian or Alaska Native	0.0
Asian	21.1
Filipino	19.5
Hispanic or Latino	24.3
Native Hawaiian or Pacific Islander	0.8
White	8.5
Two or More Races	1.0
Socioeconomically Disadvantaged	45.9
English Learners	23.3
Students with Disabilities	14.8

## 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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	14	16	18	18
Without Full Credential	2	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)**

Year and month in which data were collected:

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) Prentice Hall Copper 6th Grade	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.		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: October 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	HVAC units not working (work complete)
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Clogged sinks, water fountains not working, loose urinal (all work complete)
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	

**School Facility Good Repair Status (Most Recent Year)**  
 Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Repair door locks (work complete)

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
		[ ]	[X]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	72	68	45	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	45
Male	45
Female	45
Black or African American	25
American Indian or Alaska Native	
Asian	53
Filipino	
Hispanic or Latino	47
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	7
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	58	59	50	41	43	42	54	56	55
Mathematics	60	62	62	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

API Rank	2010-11	2011-12	2012-13
Statewide	6	5	4
Similar Schools	3	2	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		-9	-24
Black or African American	54	-38	-21
American Indian or Alaska Native			
Asian			-25
Filipino	-6	28	-23
Hispanic or Latino			7
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	39	-27	-5
English Learners	0	15	-16
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### 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 English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.9	23.0	27.9

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 (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.

The 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 Math and Art Night, promotion ceremony, Field Day and fundraisers. General PTA meetings are held monthly. The PTA works with our teacher liaison and principal to ensure coordination and alignment. Parents also participate as classroom volunteers, field trip drivers and/ or chaperons, and student supervision (all volunteers secure WCCUSD identification badges).

See below.

School Site Council (SSC) meetings are scheduled monthly.

Parent Volunteer Opportunities from August, 2014 list

- 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
  - Yoga
  - Field trips
  - Library helper
  - Grant writing
  - Box tops
  - Tutoring
  - Recycling
  - Terra Cycle program
  - Volunteer Coordinator
  - Zumba Instruction
  - Talent show
  - Computer Lab/techie
  - Book Fair
  - Spirit Week
  - December gift shop
  - Arts and enrichment
  - After school classes

**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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Suspensions</b>	2.2	2.9	1.6	10.8	10.2	16	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	0.0	0.2	0.0	0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**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!

- 11 June 2014

In August, 2014, a two-day 5th Grade Leadership Camp was held. 23 of 56 5th graders participated.

- Curriculum included:
- Building Community
- School-wide Focus Areas
- Cross-aged tutoring & classroom support
- Campus supervision assistant, includes rainy day monitors
- Office assistant
- Conflict mediation
- Junior Achievement "Our Families"/needs & wants
- Recycling management & compostable food materials managers
- Safety drill monitors/assistants

An additional Leadership Camp, which includes Conflict Mediation, will be held this school year.

LUPINE HILLS ELEMENTARY 2014-15  
 SCHOOL ROUTINES DEVELOPMENT PROCESS  
 DAY/ACTIVITY

- Monday August 18/Mantra & School-wide Expectations
- Tuesday August 19/Pledge of Allegiance
- Wednesday August 20/Fire Drill
- Thursday August 21/Duck and Cover (Earthquake Drill)
- Friday August 22/ Based upon class progress TBD by each teacher

Students practiced safety drills with progressively larger groups (by class, by grade, by entire school).  
Fire Drills are held on a monthly basis.

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 2013-14)**

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

**Federal Intervention Program (School Year 2014-15)**

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	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	22.3	1	2	0	23	1	2		26		2	
1	19	3	0	0	22	1	2		19	1	3	
2	19.3	3	0	0	19	2	2		16	2	2	
3	27	0	2	0	17	2	2		21	1	3	
4	32	0	2	0	23	1	2		21	1	2	
5	29	0	1	1	24	1		2	21	1	2	
Other												

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 2013-14)**

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

Note: Cells with "---" 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 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,731.03	\$1,969.39	\$4,761.64	\$57,484.39
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-14.2	4.3
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-14.0	-17.5

Note: Cells with "----" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

Programs and services available at Lupine Hills School include:

- Special Ed
- Economic Impact Aid
- ELAP

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
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**

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

**2014-15 Professional Development Goals:**

- Build a system which enables teachers to internally report (in)formative 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 around 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