



# DONALD D. LUM ELEMENTARY

1801 Sandcreek Way, Alameda, CA 94501 • (510) 748-4009

Catherine Lyons, Principal

## School Accountability Report Card

### Principal's Message

Donald D. Lum School, with an enrollment of approximately 500 students, is a neighborhood school reflecting the wonderful diversity of Alameda and the greater Bay Area. Its teaching staff is experienced, collaborative, and diverse (in interests and backgrounds). Its parent community is active and involved - in daily instruction, special activities, and long-term planning and support.

With the goals of creating a safe, vibrant, and caring learning community, raising achievement for all students, and closing the achievement gap among groups of children, we seek opportunities and partnerships to develop programs which will prepare our students for the 21st century.

### Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Lum Elementary School at 510-748-4009.

### School Profile

Lum Elementary is one of ten elementary schools in the Alameda Unified School District. Curriculum is focused on California state learning standards, and proficiency for all students. The school supports cultural awareness on a daily basis through its diverse literature selections, extensive school climate traditions, and use of Caring School Community activities.

During the 2006 - 2007 school year, 512 K-5 grade students were enrolled at the school, with classes arranged on a traditional schedule calendar. Within classes, teachers offer both whole class and differentiated instructional activities for different learning needs. Grade level teachers collaborate extensively among themselves, and with other school and district resource staff.

The PTA and parent volunteers support extensive enrichment activities, including assemblies, field trips, Motor Fitness, Art Docents, reading tutors, computer labs, and school beautification efforts.

#### Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	11.2%
American Indian	0.4%
Asian	29.1%
Caucasian	31.3%
Filipino	10.0%
Hispanic	11.8%
Pacific Islander	2.6%
Multiple or No Response	3.5%

### Mission Statement

Donald D. Lum School seeks:

- 1) to create a collaborative learning environment for all staff and students;
- 2) to raise all student achievement;
- 3) to close the achievement gaps between groups of students;
- 4) to support quality experiences in the arts and physical education to ensure healthy personal development for our students;
- 5) to provide appropriate training and experience with technology as an important part of developing student communication and work skills;
- 6) to honor the diversity and personal experiences of our community;
- 7) to engage the energy and talents of our community in developing a safe, positive, vibrant school for 21st century workers, citizens, and leaders.

### Parent Involvement

Lum Elementary greatly benefits from its supportive parents who provide volunteer support throughout our school programs. The hours of volunteer service include working in our classrooms, reading with individual students, helping in the Media Center and Computer Lab, directing Motor Fitness activities, serving as lunchtime supervisors, teaching Art Docent lessons, and participating in field trips and special events. We encourage all our families to join the PTA, which coordinates volunteer activities, organizes special events, and raises money for classrooms and special schoolwide projects. Parents can also serve on our English Learner Advisory Committee or our School Site Council, which coordinates school improvement efforts.

### Discipline & Climate for Learning

Students at Lum Elementary are guided by specific rules and classroom expectations that promote Lifeskills such as respect, cooperation, courtesy and acceptance of others. The goal of Lum Elementary discipline program is to ensure the safety of all students, maintain productive and orderly classrooms, and develop individual student maturity and positive personal values.

Parents and students are informed of school rules and discipline policies through the annual Parent/Student handbook and regular newsletters, which are sent home every two weeks.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	10	30	27	884	936	1348
Suspension Rate	2.01%	5.63%	5.31%	8.47%	9.17%	13.16%
Expulsions	0	0	1	15	22	13
Expulsion Rate	0.00%	0.00%	0.20%	0.14%	0.22%	0.13%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Extracurricular activities, clubs, and programs include: Cheerleading, Student Council, Conflict Managers, Rainy Day Monitors, Safety Patrol, Noon League, and Enrichment Classes. The School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements through regular Beary Good awards, and our annual Awards Assembly.

## Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.



### Enrollment Trend by Grade Level

	2004-05			2005-06			2006-07		
	05	06	07	05	06	07	05	06	07
K	73			80			72		
1st	80			80			81		
2nd	80			91			80		
3rd	78			93			87		
4th	88			92			97		
5th	99			97			91		

## Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from parent volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

### Class Size Distribution

	Average Class Size		Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
	05	06	07	05	06	07	05	06	07	05	06	07
K	18	20	18	5	6	4	-	-	-	-	-	-
1st	20	20	20	4	4	4	-	-	-	-	-	-
2nd	20	20	20	4	3	4	-	-	-	-	-	-
3rd	20	20	20	4	4	4	-	-	-	-	-	-
4th	27	30	30	-	-	-	3	3	3	-	-	-
5th	31	30	30	-	-	-	3	3	3	-	-	-
K-3	-	20	-	-	2	-	-	-	-	-	-	-

## Safe School Plan

Safety of students and staff is a primary concern of Lum Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on October 8, 2006 by the School Safety Committee. All revisions were communicated to the both the classified and certificated staff.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held once a year.

Students are supervised before school by certificated staff, and the principal supervises students during lunch with a team of paid and volunteer supervisors. There are two designated areas for student drop off and pick up. Visitors sign in at the office and receive a visitor's "badge" to identify them to staff and students.

## School Facilities

Lum Elementary was originally constructed in 1961 and is comprised of 24 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, and 1 playground.

### School Facility Conditions

Date of Last Inspection: 03/26/2008

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Open electrical box on PCR B-2 MOF STAFF HAS CORRECTED THIS PROBLEM 3/2008.				
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

**Cleaning Process:** The principal works daily with the custodial staff of 3 (2 full-time and 1 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review.

**Maintenance and Repair:** District maintenance staff ensures 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 are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

**Deferred Maintenance Budget:** The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2007/08 school year the district allocated \$445,172 for deferred maintenance program. This represents .5% of the district's general fund budget.

## Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers.

For the 2006-07 school year, Lum Elementary had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	28	31	26	546
Without Full Credentials	1	0	0	19
Working Outside Subject	0	0	0	38

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2006-07 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.00%	0.00%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	96.30%	3.70%

## Counseling & Support Staff

It is the goal of Lum Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The School Site Council supports the position of a Psychologist Intern with the use of School and Library Improvement Grant monies.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Psychology Interns	1	0.2

## Staff 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 dedicated 3 days to staff development annually for the past years. Topics for staff development during the 2006/07 school year included:

- Step up to Writing grades K-5
- Prentice Hall Language Arts trades 6-8
- Glencoe Social Science grades 6-8
- Math Collaboration grades 6-12
- Caring School Communities grades K-5
- Departmental Collaboration grades 9-12
- Academic Vocabulary grades 6-8
- Strategic Instruction Model grades 6-12

## Curriculum Development

All curriculum development in the Alameda City Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction/ Curriculum Coordinator to align with the state standards, district goals, and the statewide assessment program. During the 2006/07, changes to the curriculum included:

- Adoption of new Scott Foresman social studies program for elementary schools, grades K- 5

## Instructional Materials

AUSD held a Public Hearing on September 11, 2007, 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. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K-5	Mathematics	Harcourt	2001	Yes
K-5	Reading/ Language Arts	Houghton Mifflin	2002	Yes
K-5	Science	Harcourt	1999	Yes
K-5	Social Science/ History	MacMillan/ McGraw Hill	2003	Yes

### Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards.

Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

<b>California Standards Test (CST)</b>																											
<b>Combined % of Students Scoring at Proficient and Advanced Levels</b>																											
	<b>Language Arts</b>									<b>Math</b>									<b>Science</b>								
	<b>2</b>			<b>3</b>			<b>4</b>			<b>5</b>			<b>2</b>			<b>3</b>			<b>4</b>			<b>5</b>			<b>5</b>		
	<b>05</b>	<b>06</b>	<b>07</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>05</b>	<b>06</b>	<b>07</b>	<b>05</b>	<b>06</b>	<b>07</b>
<b>All Students</b>																											
<b>School</b>	<b>67</b>	<b>59</b>	<b>63</b>	<b>38</b>	<b>51</b>	<b>43</b>	<b>60</b>	<b>62</b>	<b>62</b>	<b>66</b>	<b>60</b>	<b>55</b>	<b>72</b>	<b>59</b>	<b>70</b>	<b>66</b>	<b>68</b>	<b>57</b>	<b>65</b>	<b>67</b>	<b>67</b>	<b>55</b>	<b>60</b>	<b>59</b>	<b>36</b>	<b>37</b>	<b>46</b>
District	64	67	66	53	60	56	66	71	70	60	63	66	73	71	72	71	75	75	67	72	74	55	64	65	38	44	53
State	42	47	48	31	36	37	47	49	51	43	43	44	56	59	59	54	58	58	50	54	56	44	48	49	28	32	37
<b>Males</b>																											
<b>School</b>	<b>57</b>	<b>52</b>	<b>61</b>	<b>31</b>	<b>44</b>	<b>32</b>	<b>47</b>	<b>56</b>	<b>58</b>	<b>61</b>	<b>47</b>	<b>46</b>	<b>71</b>	<b>52</b>	<b>73</b>	<b>69</b>	<b>73</b>	<b>48</b>	<b>58</b>	<b>69</b>	<b>67</b>	<b>60</b>	<b>53</b>	<b>54</b>	<b>41</b>	<b>26</b>	<b>44</b>
District	59	66	65	48	56	53	57	66	67	55	56	62	71	72	77	72	76	76	64	72	76	54	60	67	39	44	56
State	39	43	44	29	33	33	44	46	48	39	40	41	58	59	59	56	58	58	50	54	56	43	48	48	32	34	38
<b>Females</b>																											
<b>School</b>	<b>76</b>	<b>65</b>	<b>65</b>	<b>47</b>	<b>56</b>	<b>53</b>	<b>71</b>	<b>70</b>	<b>65</b>	<b>69</b>	<b>69</b>	<b>67</b>	<b>71</b>	<b>65</b>	<b>68</b>	<b>62</b>	<b>65</b>	<b>65</b>	<b>71</b>	<b>62</b>	<b>67</b>	<b>52</b>	<b>65</b>	<b>67</b>	<b>32</b>	<b>44</b>	<b>49</b>
District	68	68	68	58	64	59	75	76	74	67	70	69	75	70	69	72	74	73	71	73	73	57	66	62	38	45	51
State	45	50	53	35	39	41	52	54	55	46	47	48	55	57	58	54	56	57	51	55	58	45	48	49	26	30	35
<b>Socioeconomically Disadvantaged</b>																											
<b>School</b>	<b>50</b>	<b>48</b>	<b>59</b>	<b>38</b>	<b>28</b>	<b>22</b>	<b>52</b>	<b>48</b>	<b>33</b>	<b>43</b>	<b>53</b>	<b>44</b>	<b>58</b>	<b>39</b>	<b>64</b>	<b>63</b>	<b>56</b>	<b>42</b>	<b>52</b>	<b>59</b>	<b>43</b>	<b>48</b>	<b>41</b>	<b>52</b>	<b>30</b>	<b>19</b>	<b>37</b>
District	44	50	47	32	38	37	51	51	51	38	42	42	59	53	57	57	59	62	57	54	59	40	44	45	19	22	25
State	28	33	35	17	22	23	32	35	36	28	28	29	45	48	48	44	46	47	38	42	45	32	35	36	14	18	22
<b>African American</b>																											
<b>School</b>	<b>*</b>	<b>38</b>	<b>*</b>	<b>*</b>	<b>33</b>	<b>25</b>	<b>27</b>	<b>*</b>	<b>36</b>	<b>33</b>	<b>27</b>	<b>45</b>	<b>*</b>	<b>31</b>	<b>*</b>	<b>*</b>	<b>50</b>	<b>33</b>	<b>36</b>	<b>*</b>	<b>36</b>	<b>17</b>	<b>27</b>	<b>36</b>	<b>9</b>	<b>9</b>	<b>27</b>
District	44	45	43	36	43	25	44	49	49	24	32	40	54	46	48	45	50	45	47	44	47	18	33	37	13	13	22
State	34	38	39	22	27	27	35	37	39	30	30	32	42	44	44	39	41	42	34	38	41	28	31	32	16	18	22
<b>Asian</b>																											
<b>School</b>	<b>71</b>	<b>74</b>	<b>78</b>	<b>24</b>	<b>57</b>	<b>45</b>	<b>79</b>	<b>65</b>	<b>74</b>	<b>71</b>	<b>73</b>	<b>63</b>	<b>79</b>	<b>70</b>	<b>85</b>	<b>67</b>	<b>82</b>	<b>64</b>	<b>90</b>	<b>70</b>	<b>80</b>	<b>72</b>	<b>80</b>	<b>75</b>	<b>29</b>	<b>37</b>	<b>50</b>
District	70	80	79	52	67	61	74	79	78	71	71	73	84	85	85	80	88	88	85	85	88	74	82	75	45	50	60
State	66	70	73	54	59	60	71	73	73	67	67	68	79	81	81	81	82	82	79	81	83	74	76	77	50	54	60
<b>Filipino</b>																											
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>40</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>59</b>	<b>*</b>	<b>64</b>	<b>*</b>	<b>56</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>67</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>76</b>	<b>*</b>	<b>45</b>	<b>*</b>	<b>44</b>	<b>*</b>	<b>*</b>	<b>38</b>
District	53	67	46	42	58	57	65	64	59	56	56	56	63	69	60	70	73	73	76	68	66	53	66	60	25	36	37
State	61	68	69	46	53	53	66	69	70	60	60	62	72	74	75	74	76	76	70	73	75	63	67	67	41	43	51
<b>Hispanic</b>																											
<b>School</b>	<b>*</b>	<b>58</b>	<b>57</b>	<b>*</b>	<b>45</b>	<b>*</b>	<b>*</b>	<b>69</b>	<b>58</b>	<b>*</b>	<b>*</b>	<b>64</b>	<b>*</b>	<b>50</b>	<b>64</b>	<b>*</b>	<b>45</b>	<b>*</b>	<b>*</b>	<b>69</b>	<b>42</b>	<b>*</b>	<b>*</b>	<b>64</b>	<b>*</b>	<b>*</b>	<b>55</b>
District	47	54	52	39	45	46	39	58	63	38	38	50	58	55	58	60	60	64	34	57	56	28	33	51	22	23	37
State	28	33	35	17	22	23	32	35	37	27	29	30	44	47	48	43	46	48	38	43	46	33	36	37	14	18	23
<b>Caucasian</b>																											
<b>School</b>	<b>67</b>	<b>65</b>	<b>63</b>	<b>62</b>	<b>62</b>	<b>48</b>	<b>67</b>	<b>69</b>	<b>64</b>	<b>81</b>	<b>71</b>	<b>58</b>	<b>71</b>	<b>71</b>	<b>65</b>	<b>76</b>	<b>77</b>	<b>63</b>	<b>63</b>	<b>73</b>	<b>71</b>	<b>59</b>	<b>58</b>	<b>63</b>	<b>59</b>	<b>54</b>	<b>58</b>
District	77	72	77	69	71	67	77	81	80	77	76	79	81	78	82	79	82	78	70	80	82	66	70	73	54	59	71
State	61	65	66	51	55	56	68	69	71	63	63	64	73	74	74	70	73	72	65	68	70	58	64	63	49	52	58
<b>Students with Disabilities</b>																											
<b>School</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>18</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>31</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>9</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>45</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>46</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>36</b>	<b>*</b>	<b>*</b>	<b>18</b>
District	41	36	19	29	19	18	35	31	36	28	29	35	50	45	35	43	42	47	37	37	40	25	35	36	26	23	32
State	19	23	23	13	16	16	19	20	21	15	14	15	33	34	34	29	31	31	22	25	27	17	18	19	12	14	16
<b>English Learners</b>																											
<b>School</b>	<b>58</b>	<b>63</b>	<b>53</b>	<b>22</b>	<b>42</b>	<b>35</b>	<b>55</b>	<b>58</b>	<b>59</b>	<b>52</b>	<b>32</b>	<b>28</b>	<b>62</b>	<b>63</b>	<b>69</b>	<b>50</b>	<b>65</b>	<b>59</b>	<b>77</b>	<b>58</b>	<b>70</b>	<b>58</b>	<b>68</b>	<b>44</b>	<b>35</b>	<b>9</b>	<b>17</b>
District	49	63	55	33	48	40	45	61	57	34	40	41	68	70	65	66	70	75	65	68	74	43	56	52	13	17	27
State	23	27	30	12	15	15	19	24	24	13	13	14	43	45	46	40	41	42	32	36	39	22	24	25	6	7	11

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	4	4	4	
<b>All Students</b>				
Actual Growth	12	3	-4	817
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	5	-23	-12	741
<b>Asian</b>				
Actual Growth	19	-6	20	869
<b>Caucasian</b>				
Actual Growth	15	-1	-37	824
<b>English Learners</b>				
Actual Growth	-	-6	16	814

*Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.*

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

## CAT/6 Norm Referenced Test

### % At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
<b>All Students</b>						
School	43	49	45	73	67	60
District	56	58	55	74	73	74
State	36	37	38	55	55	56
<b>Males</b>						
School	33	44	38	72	76	57
<b>Females</b>						
School	56	54	51	74	60	63
<b>Socioeconomically Disadvantaged</b>						
School	39	24	30	57	52	45
<b>African American</b>						
School	*	42	42	*	58	33
<b>Asian</b>						
School	24	54	50	62	82	64
<b>Filipino</b>						
School	64	*	*	93	*	*
<b>Hispanic</b>						
School	*	27	*	*	36	*
<b>Caucasian</b>						
School	57	73	50	81	69	71
<b>English Learners</b>						
School	29	42	38	53	71	59

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*



## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

Adequate Yearly Progress (AYP)				
Met AYP Criteria	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

## Physical Fitness

In the spring of each year, Lum Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
5th Grade	
School	
School Overall	35.1%
School (Boys)	30.9%
School (Girls)	41.0%
District	
District Overall	47.4%
District (Boys)	46.6%
District (Girls)	48.2%
State	
State Overall	24.6%
State (Boys)	22.4%
State (Girls)	26.9%

## Teacher & Administrative Salaries as a Percentage of Total Budget

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 districts 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 Web site.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$38,081	\$38,479
Mid-Range Teachers	\$54,800	\$60,306
Highest Teachers	\$72,615	\$74,193
Elementary School Principals	\$91,134	\$92,985
Middle School Principals	\$101,008	\$98,305
High School Principals	\$110,337	\$107,384
Superintendent	\$162,500	\$155,314
Salaries as a Percentage of Total Budget		
Teacher Salaries	39.4%	40.8%
Administrative Salaries	5.5%	5.7%

## School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2005-06 financial statements).

Average Teacher Salaries	
School & District	
School	\$80,341
District	\$58,545
Percentage of Variation	37.22%
School & State	
All Unified School Districts	\$58,776
Percentage of Variation	36.68%

## District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2005-06 FY audited financial statements). 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,648
From Restricted Sources	\$532
From Unrestricted Sources	\$4,116
District	
From Unrestricted Sources	\$758
Percentage of Variation between School & District	442.70%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	16.73%

## District Revenue Sources

In addition to general state funding, Lum Elementary receives state and federal funding for the following categorical funds and other support programs:

- State Lottery
- Class Size Reduction K-3
- IASA-VI Formula Entitlements
- Medi-Cal Billing Option
- Lottery: Instructional Materials
- School Improvement Program Grades K-6
- Other Local

## Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

