



# 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 (Donald D.) Elementary School at 510-748-4009.

### School Profile

Donald D. 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 2007-2008 school year, 499 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

2007-08

	Percentage
African American	10.5%
American Indian	0.6%
Asian	33.6%
Caucasian	31.0%
Filipino	9.1%
Hispanic or Latino	10.3%
Pacific Islander	1.4%
Multiple or No Response	3.4%

### 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

Donald D. Lum Elementary School parents 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, teaching small groups during Collaborative Intervention, 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.

### Enrollment By Grade

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

#### Enrollment Trend by Grade Level

	2005-06	2006-07	2007-08
K	80	72	80
1st	80	81	73
2nd	91	80	80
3rd	93	87	81
4th	92	97	88
5th	97	91	101

### 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.

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: 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.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	30	27	26	936	1348	1126
Suspension Rate	5.6%	5.3%	5.2%	9.2%	13.2%	10.9%
Expulsions	0	1	0	22	13	6
Expulsion Rate	0.0%	0.2%	0.0%	0.2%	0.1%	0.1%

### 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		
	06	07	08	06	07	08	06	07	08	06	07	08
K	20	18	20	6	4	4	-	-	-	-	-	-
1	20	20	18	4	4	4	-	-	-	-	-	-
2	20	20	20	3	4	4	-	-	-	-	-	-
3	20	20	20	4	4	4	-	-	-	-	-	-
4	30	30	27	-	-	-	3	3	3	-	-	-
5	30	30	32	-	-	-	3	3	3	-	-	-
K-3	20	-	-	2	-	-	-	-	-	-	-	-
3-4	-	-	14	-	-	1	-	-	-	-	-	-

### Safe School Plan

Safety of students and staff is a primary concern of Donald D. Lum Elementary. The school complies with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The Safe School Plan plan was last reviewed and updated on October 18, 2007 by the school staff and the School Site Council. 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. The Safe School Plan also addresses ongoing instruction and support in Lifeskills, and Caring Community curriculum; opportunities for student service and leadership; and appreciation of and respect for diversity. 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 (Donald D.) 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. 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.

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			

### Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, Lum (Donald D.) Elementary had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. 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 2007-08 school year, the most current data are reported.

Teacher Credential Status				
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	31	26	25	515
Without Full Credentials	0	0	0	20
Working Outside Subject	0	0	0	29

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	100.0%	0.0%
District	90.1%	9.9%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	93.2%	6.8%

## 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.

## 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 2007-2008, changes to the curriculum included:

- Adoption of new FOSS science program for elementary schools, grades K-5
- First year implementation of Scott Foresman Social Science, grades K-5

## 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.

CAT/6 Norm Referenced Test						
	% At or Above 50th Percentile					
	Reading			Math		
	3			3		
	06	07	08	06	07	08
<b>All Students</b>						
School	49	45	49	67	60	69
District	58	55	53	73	74	71
State	37	38	38	55	56	56
<b>Males</b>						
School	44	38	49	76	57	73
<b>Females</b>						
School	54	51	49	60	63	66
<b>Socioeconomically Disadvantaged</b>						
School	24	30	42	52	45	63
<b>African American</b>						
School	42	42	*	58	33	*
<b>Asian</b>						
School	54	50	54	82	64	79
<b>Hispanic or Latino</b>						
School	27	*	60	36	*	73
<b>Caucasian</b>						
School	73	50	55	69	71	77
<b>English Learners</b>						
School	42	38	45	71	59	72

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



# 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>.

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math						Science											
	2			3			4			5			2			3			4			5			5		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
<b>All Students</b>																											
School	59	63	77	51	43	56	62	62	56	60	55	65	59	70	79	68	57	73	67	67	59	60	59	63	37	46	52
District	67	66	66	60	56	55	71	70	74	63	66	70	71	72	70	75	75	78	72	74	75	64	65	70	44	53	63
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
<b>Males</b>																											
School	52	61	77	44	32	59	56	58	38	47	46	59	52	73	83	73	48	75	69	67	46	53	54	57	26	44	50
District	66	65	62	56	53	53	66	67	70	56	62	67	72	77	69	76	76	78	72	76	75	60	67	69	44	56	66
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
<b>Females</b>																											
School	65	65	77	56	53	51	70	65	73	69	67	69	65	68	75	65	65	71	62	67	72	65	67	68	44	49	53
District	68	68	69	64	59	57	76	74	78	70	69	72	70	69	73	74	73	77	73	73	77	66	62	70	45	51	59
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
<b>Socioeconomically Disadvantaged</b>																											
School	48	59	62	28	22	48	48	33	42	53	44	42	39	64	62	56	42	59	59	43	47	41	52	38	19	37	36
District	50	47	44	38	37	36	51	51	59	42	42	49	53	57	49	59	62	63	54	59	64	44	45	50	22	25	40
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
<b>African American</b>																											
School	38	*	*	33	25	*	*	36	23	27	45	*	31	*	*	50	33	*	*	36	46	27	36	*	9	27	*
District	45	43	37	43	25	37	49	49	46	32	40	47	46	48	41	50	45	57	44	47	49	33	37	44	13	22	45
State	38	39	39	27	27	28	37	39	43	30	32	35	44	44	44	41	42	46	38	41	46	31	32	36	18	22	33
<b>Asian</b>																											
School	74	78	93	57	45	68	65	74	64	73	63	68	70	85	89	82	64	83	70	80	71	80	75	70	37	50	46
District	80	79	79	67	61	62	79	78	80	71	73	78	85	85	82	88	88	91	85	88	89	82	75	83	50	60	64
State	70	73	74	59	60	61	73	73	77	67	68	72	81	81	82	82	82	84	81	83	86	76	77	78	54	60	69
<b>Filipino</b>																											
School	*	*	*	*	*	*	59	*	*	*	56	*	*	*	*	*	*	*	76	*	*	*	44	*	*	38	*
District	67	46	62	58	57	39	64	59	72	56	56	54	69	60	70	73	73	67	68	66	79	66	60	50	36	37	50
State	68	69	68	53	53	52	69	70	73	60	62	65	74	75	75	76	76	79	73	75	78	67	67	68	43	51	61
<b>Hispanic or Latino</b>																											
School	58	57	*	45	*	47	69	58	*	*	64	46	50	64	*	45	*	73	69	42	*	*	64	23	*	55	38
District	54	52	29	45	46	37	58	63	61	38	50	56	55	58	33	60	64	61	57	56	57	33	51	55	23	37	49
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
<b>Caucasian</b>																											
School	65	63	83	62	48	73	69	64	69	71	58	73	71	65	83	77	63	82	73	71	63	58	63	76	54	58	77
District	72	77	77	71	67	70	81	80	85	76	79	83	78	82	82	82	78	84	80	82	80	70	73	79	59	71	79
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68
<b>Students with Disabilities</b>																											
School	*	*	*	*	*	*	31	*	*	*	9	*	*	*	*	*	*	*	46	*	*	*	36	*	*	18	*
District	36	19	21	19	18	32	31	36	42	29	35	35	45	35	28	42	47	54	37	40	53	35	36	38	23	32	47
State	23	23	22	16	16	20	20	21	30	14	15	22	34	34	34	31	31	39	25	27	36	18	19	25	14	16	26
<b>English Learners</b>																											
School	63	53	87	42	35	53	58	59	50	32	28	50	63	69	88	65	59	77	58	70	60	68	44	47	9	17	33
District	63	55	57	48	40	39	61	57	61	40	41	53	70	65	64	70	75	77	68	74	75	56	52	62	17	27	37
State	27	30	32	15	15	17	24	24	26	13	14	17	45	46	47	41	42	46	36	39	43	24	25	28	7	11	17

\*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. 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.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	No
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
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		
Program Improvement (PI) Status	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	4.35%

## Physical Fitness

In the spring of each year, Lum (Donald D.) 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 2007-08 Test Results	
5th Grade	
School	
School Overall	51.0%
School (Boys)	55.3%
School (Girls)	47.2%
District	
District Overall	47.1%
District (Boys)	43.4%
District (Girls)	51.2%
State	
State Overall	28.5%
State (Boys)	25.5%
State (Girls)	31.6%

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

## 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				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	4	4	4	
All Students				
Actual Growth	3	-4	27	845
Socioeconomically Disadvantaged				
Actual Growth	-23	-12	33	777
Asian				
Actual Growth	-6	20	17	889
Caucasian				
Actual Growth	-1	-37	64	891
English Learners				
Actual Growth	-6	16	25	840

## Instructional Materials

AUSD held a Public Hearing on September 23, 2008, 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. In addition, ASTI students use college texts provided in their classes at College of Alameda.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Harcourt	2001	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	Harcourt	1999	Yes	0.0%
K-5	Social Science/ History	MacMillan/ McGraw Hill	2003	Yes	0.0%

## 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.

## District Revenue Sources

In addition to general state funding, Lum (Donald D.) 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

## District Expenditures

Alameda City Unified spent an average of \$7856.07 to educate each student, based on 2006-07 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	\$5,000
From Restricted Sources	\$134
From Unrestricted Sources	\$4,866
District	
From Unrestricted Sources	\$523
Percentage of Variation between School & District	
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	-8.19%

## 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.

<b>Average Salary Information</b>		
<b>Teachers - Principal - Superintendent</b>		
<b>2006-07</b>		
	District	State
Beginning Teachers	\$39,871	\$39,871
Mid-Range Teachers	\$57,376	\$57,949
Highest Teachers	\$76,028	\$76,028
Elementary School Principals	\$98,501	\$103,327
Middle School Principals	\$97,879	\$102,675
High School Principals	\$111,148	\$116,594
Superintendent	\$167,375	\$172,396
<b>Salaries as a Percentage of Total Budget</b>		
Teacher Salaries	44.0%	40.2%
Administrative Salaries	6.0%	5.8%

## 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 2006-07 financial statements).

<b>Average Teacher Salaries</b>	
<b>School &amp; District</b>	
School	\$81,209
District	\$61,017
Percentage of Variation	33.09%
<b>School &amp; State</b>	
All Unified School Districts	\$62,157
Percentage of Variation	30.65%