

Alameda City Unified School District

Donald D. Lum Elementary School

2008-2009 School Accountability Report Card

**Catherine Lyons,
Principal**

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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, multicultural traditions, and use of Caring School Community activities.

During the 2008 - 2009 school year, approximately 490 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. In grades 1 - 5, weekly intervention is provided, grouping all students by reading level for two hours of targeted literacy instruction.

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

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.

Student Enrollment by Ethnic Group

2008-09

	Percentage
African American	8.8%
American Indian	0.8%
Asian	32.2%
Caucasian	33.6%
Filipino	11.5%
Hispanic or Latino	8.2%
Pacific Islander	2.0%
Multiple or No Response	2.9%

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			
	2006-07	2007-08	2008-09
K	72	80	80
1st	81	73	80
2nd	80	80	80
3rd	87	81	81
4th	97	88	80
5th	91	101	87

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 when required by law or when other alternatives are insufficient. 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 through bi-monthly Beary Good awards, and our annual Awards Assembly.

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	27	26	26	1348	1126	1016
Suspension Rate	5.3%	5.2%	5.3%	13.2%	10.9%	9.9%
Expulsions	1	0	1	13	6	11
Expulsion Rate	0.2%	0.0%	0.2%	0.1%	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:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	18	20	20	4	4	4	-	-	-	-	-	-
1	20	18	20	4	4	4	-	-	-	-	-	-
2	20	20	20	4	4	4	-	-	-	-	-	-
3	20	20	20	4	4	4	-	-	-	-	-	-
4	30	27	32	-	-	-	3	3	2	-	-	-
5	30	32	32	-	-	-	3	3	2	-	-	-
3-4	-	14	-	-	1	-	-	-	-	-	-	-
4-8	-	-	20	-	-	1	-	-	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 21, 2008 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.

Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2007-08 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.



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 2008/09 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: 01/14/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

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	94.5%	5.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.7%	3.3%

Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Lum (Donald D.) Elementary had 27 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	26	25	23	522
Without Full Credentials	0	0	0	25
Working Outside Subject	0	0	0	5

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 2008-09 school year, the most current data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Counseling & Support Staff

It is the goal of Lum (Donald D.) 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 2008/09 school year included:

- Unpacking the PE Standards K-5
- Sheltered Instruction Observation Protocol (SIOP) K-5
- Everyday Counts Calendar Math K-5
- Step Up to Writing strategies
- FOSS Science kits
- Caring Community activities
- Collaborative planning and evaluation of instructional intervention models

Curriculum Development

All curriculum development in the is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction and Assessment Coordinator to align with the state standards, district goals, and the statewide assessment program.

During the 2008/09, changes to the curriculum included:

- Adoption of new Houghton Mifflin California Math program for elementary schools, grades K- 5
- Adoption of new Houghton Mifflin California Math programs for 6-8th grade

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)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	56	63	67	58	60	63	43	46	50
Mathematics	63	68	70	52	52	55	40	43	46
Science	46	52	51	49	56	60	38	46	50
History/Social Science	*	*	*	45	46	50	33	36	41

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

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	47	41	43	*
American Indian	*	*	*	*
Asian	73	82	58	*
Filipino	59	71	*	*
Hispanic or Latino	65	58	*	*
Pacific Islander	*	*	*	*
Caucasian	79	75	67	*
Males	62	68	47	*
Females	73	71	56	*
Socioeconomically Disadvantaged	52	61	55	*
English Learners	63	69	37	*
Students with Disabilities	31	41	54	*
Migrant Education	*	*	*	*

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

Physical Fitness

In the spring of each year, Donald D. Lum Elementary is required by the state to administer a physical fitness test to all students in grade five. 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			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.8%	40.7%	29.1%
*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	
	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
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		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

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				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	8	8	8	
Similar Schools Rank	4	4	5	
All Students				
Actual Growth	-4	27	14	853
Socioeconomically Disadvantaged				
Actual Growth	-12	33	35	803
Asian				
Actual Growth	20	17	10	893
Caucasian				
Actual Growth	-37	64	14	897
English Learners				
Actual Growth	16	25	6	842

Instructional Materials

AUSD held a Public Hearing on September 22, 2009, 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	Houghton Mifflin-California Math	2008	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	FOSS	2007	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	\$4,600
From Restricted Sources	\$206
From Unrestricted Sources	\$4,393
District	
From Unrestricted Sources	\$406
Percentage of Variation between School & District	982.02%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	20.30%

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		
2007-08		
	District	State
Beginning Teachers	\$40,673	\$40,917
Mid-Range Teachers	\$58,529	\$64,688
Highest Teachers	\$77,556	\$82,849
Elementary School Principals	\$101,085	\$102,130
Middle School Principals	\$106,320	\$108,050
High School Principals	\$112,983	\$117,805
Superintendent	\$172,396	\$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	40.3%
Administrative Salaries	5.7%	5.9%

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 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	\$74,726
District	\$62,223
Percentage of Variation	20.09%
School & State	
All Unified School Districts	\$64,246
Percentage of Variation	16.31%