

Donald D. Lum Elementary School

1801 Sandcreek Way • Alameda, CA 94501 • 510.748.4009 • Grades K-5

Lawrence Gotanco, Principal

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<http://lum.alameda.k12.ca.us>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Alameda Unified School District

2060 Challenger Drive
Alameda, CA 94501
(510) 337-7000
<http://www.alameda.k12.ca.us>

District Governing Board

Barbara Kahn, President
Solana Henneberry, Vice President
Philip Hu, Trustee
Gary K. Lym, Board Clerk
Gray Harris, Trustee

District Administration

Sean McPhetridge, Ed.D.
Superintendent
Sean McPhetridge, Ed.D.
Superintendent
Shariq Khan
Chief Business Officer
Timothy Erwin
Chief Human Resources Officer
Chad Pimentel
General Counsel
Barbara Adams, Ed.D.
Assistant Superintendent

School Description

Lum Elementary School's vision is this: families, educators, and community working shoulder-to-shoulder and hand-in-hand to ensure that every student grows to his or her maximum potential and receives the most solid foundation for becoming college and career-ready. Our school community -- the Lum Family -- will foster growth at all levels for all children coming from all different types of backgrounds, languages (over 26 alone at our school), cultures, and academic achievement levels. We will ensure that all members of our school community will have the opportunity to not just excel but be heroes for themselves, their families, and their community. - Lawrence Gotanco, Principal

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 510.748.4009 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	100
Grade 1	97
Grade 2	92
Grade 3	73
Grade 4	78
Grade 5	79
Total Enrollment	519

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.2
Asian	32
Filipino	7.9
Hispanic or Latino	18.5
Native Hawaiian or Pacific Islander	0.6
White	21.2
Two or More Races	12.9
Socioeconomically Disadvantaged	31.2
English Learners	32.4
Students with Disabilities	7.9

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			
Donald D. Lum Elementary School	13-14	14-15	15-16
With Full Credential	28	28	26
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Alameda Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Donald D. Lum Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

* "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

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	93.2	6.8
High-Poverty Schools	95.2	4.8
Low-Poverty Schools	92.0	8.0

* 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 2015-16)

Textbooks and Instructional Materials Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Medallions Series (2001/2004) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin - California Math Adopted in 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	McMillan/McGraw Hill Adopted in 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/25/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Pod 3: Boiler pipes are deteriorated
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Admin Office: Admin office needs deep cleaning
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			[
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Blacktop need to be replaced, potential trip hazards.
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	60	63	44
Math	62	54	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	74	82	76	70	73	68	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12.80	29.50	46.20

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	68
All Student at the School	76
Male	76
Female	75
Black or African American	--
Asian	91
Filipino	--
Hispanic or Latino	54
White	81
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	68
Students with Disabilities	74
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	76	72	94.7	14	26	21	39
	4	81	78	96.3	15	21	32	32
	5	80	78	97.5	22	23	33	22
Male	3		36	47.4	17	31	22	31
	4		35	43.2	14	26	43	17
	5		41	51.3	22	20	34	24
Female	3		36	47.4	11	22	19	47
	4		43	53.1	16	16	23	44
	5		37	46.3	22	27	32	19
Black or African American	3		3	3.9	--	--	--	--
	4		5	6.2	--	--	--	--
	5		10	12.5	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		20	26.3	5	25	30	40
	4		26	32.1	8	12	50	31
	5		24	30.0	8	13	50	29
Filipino	3		8	10.5	--	--	--	--
	4		7	8.6	--	--	--	--
	5		6	7.5	--	--	--	--
Hispanic or Latino	3		18	23.7	22	33	17	28
	4		14	17.3	7	36	29	29
	5		11	13.8	27	18	36	18
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.3	--	--	--	--
White	3		20	26.3	5	35	15	45
	4		14	17.3	14	36	7	43
	5		19	23.8	26	21	26	26
Two or More Races	3		3	3.9	--	--	--	--
	4		11	13.6	9	27	18	45
	5		7	8.8	--	--	--	--
Socioeconomically Disadvantaged	3		24	31.6	21	38	21	21
	4		25	30.9	20	32	48	0
	5		29	36.3	21	24	41	14
English Learners	3		21	27.6	10	38	19	33
	4		18	22.2	11	33	33	22
	5		21	26.3	33	33	29	5
Students with Disabilities	3		5	6.6	--	--	--	--
	4		4	4.9	--	--	--	--
	5		12	15.0	67	17	17	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	76	72	94.7	13	18	40	29
	4	81	78	96.3	12	27	27	35
	5	80	79	98.8	19	24	32	25
Male	3		36	47.4	17	17	47	19
	4		35	43.2	11	31	17	40
	5		41	51.3	15	24	29	32
Female	3		36	47.4	8	19	33	39
	4		43	53.1	12	23	35	30
	5		38	47.5	24	24	34	18
Black or African American	3		3	3.9	--	--	--	--
	4		5	6.2	--	--	--	--
	5		10	12.5	--	--	--	--
Asian	3		20	26.3	5	5	40	50
	4		26	32.1	0	27	31	42
	5		25	31.3	8	16	28	48
Filipino	3		8	10.5	--	--	--	--
	4		7	8.6	--	--	--	--
	5		6	7.5	--	--	--	--
Hispanic or Latino	3		18	23.7	28	28	39	6
	4		14	17.3	14	21	36	29
	5		11	13.8	18	55	9	18
Native Hawaiian or Pacific Islander	4		1	1.2	--	--	--	--
	5		1	1.3	--	--	--	--
White	3		20	26.3	10	20	40	30
	4		14	17.3	21	29	21	29
	5		19	23.8	16	11	63	11
Two or More Races	3		3	3.9	--	--	--	--
	4		11	13.6	9	27	18	45
	5		7	8.8	--	--	--	--
Socioeconomically Disadvantaged	3		24	31.6	13	21	50	17
	4		25	30.9	24	32	20	24
	5		29	36.3	21	31	28	21
English Learners	3		21	27.6	0	29	48	24
	4		18	22.2	17	44	17	22
	5		21	26.3	33	29	19	19

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		5	6.6	--	--	--	--
	4		4	4.9	--	--	--	--
	5		12	15.0	50	8	42	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Parents can join our School Site Council (SSC), which works with administration to make financial decisions. Parents of English Learners are vital to our English Learner Advisory Council (ELAC) and to our outreach efforts on behalf of new families. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. The PTA sponsors a number of activities, including Family Fall Night and Heritage Night, various fund-raisers (e.g., Read-a-Thon), Feet First Fridays, and monthly Family Fun Nights. We ask all parents to attend Back to School Night, Open House, and parent-teacher conferences.

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.

School Safety 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 was last reviewed and updated on October 21, 2015, by the school staff and the School Site Council. All revisions were communicated to 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 with the assistance of the Alameda Police Department.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.74	2.01	1.62
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.12	3.38	2.81
Expulsions Rate	0.04	0.00	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	No	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		50.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	23	25	1			3	4	4			
1	25	24	24				3	4	4			
2	25	25	23			1	3	3	3			
3	24	25	24				3	3	3			
4	32	25	32				3	3	2			
5	22	24	31	1	1		3	3	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	0.5
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.6
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Professional Development provided for Teachers

Staff Development days are devoted to improving the capacity of staff members' ability to provide effective instruction for all students. Teachers attend math workshops, literacy workshops, and science workshops. Teacher leaders also participate in professional development for Positive Behavior Interventions and Supports (PBIS), Universal Design for Learning (UDL), and Systematic ELD. Almost all staff meetings are professional development focused on these initiatives. The core focus for the next three years through which all these professional development initiatives will be seen is finding, empowering, and validating student academic voice. Within this context, the instructional focus for SY2015-2016 is "making thinking visible."

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,799	\$42,315
Mid-Range Teacher Salary	\$63,028	\$66,451
Highest Teacher Salary	\$83,518	\$85,603
Average Principal Salary (ES)	\$110,411	\$105,079
Average Principal Salary (MS)	\$116,819	\$111,005
Average Principal Salary (HS)	\$124,352	\$121,310
Superintendent Salary	\$216,662	\$189,899
Percent of District Budget		
Teacher Salaries	39%	39%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

All Alameda Unified School District (AUSD) schools are centrally funded for core services including general education, special education, and English Language Development and other English Learner services.

Additionally, sites receive discretionary funding in the form of Local Control Funding Formula (LCFF) Base funding to serve ALL students and LCFF Supplemental funding to serve unduplicated students. Unduplicated students include English Learners and students who are socio-economically disadvantaged.

Sites utilize their discretionary funding in a range of ways and detail their specific activities and services in their Single Plan for Student Achievement (SPSA). AUSD's SPSAs can be found at the following link:

<http://alameda.novusagenda.com/agendapublic/CoverSheet.aspx?ItemID=5007&MeetingID=241>

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,452.91	2,771.39	6,681.52	71,917.30
District	♦	♦	6,420.96	\$68,089
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			4.1	6.4
Percent Difference: School Site/ State			31.4	5.9

* Cells with ♦ do not require data.