

# Lake Mathews Elementary

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Lake Mathews Elementary
Street	12252 Blackburn Rd
City, State, Zip	Riverside, CA 92503-7083
Phone Number	951-352-5520 ext.43550
Principal	Annette Raspudic
Email Address	araspudic@rusd.k12.ca.us
Website	www.rusd.k12.ca.us (Schools, Lake Mathews)
County-District-School (CDS) Code	33-67215-0100545

Entity	Contact Information
<b>District Name</b>	Riverside Unified School District
<b>Phone Number</b>	(951) 788-7135
<b>Superintendent</b>	David C. Hansen, Ed.D.
<b>Email Address</b>	dchansen@rusd.k12.ca.us
<b>Website</b>	www.rusd.k12.ca.us

### School Description and Mission Statement (School Year 2019-20)

Students have demonstrated excellence in their achievement as shown by the California Common Core Standards Assessment. In 2014-15, Lake Mathews was one of 33 schools in the state to be chosen as a 2015 National Blue Ribbon School for Exemplary High Performance, adding to its previous recognition as a California Distinguished School.

In addition to a strong academic focus, all students participate in the Art-to-Go program, a district partnership with the Riverside Art Museum, as well as band for fifth and sixth grade, and chorus for fourth through sixth grades. There is a Student Leadership Team which promotes school pride and a sense of community. In addition to the extra curricular offerings, there is an after school coding club for grades three through six and participation in the Science and Engineering Fair for all grades.

Lake Mathews Elementary School is a professional learning community with high expectations for all of its members. We are committed to implementing best practices in instruction so students attain the goal of meeting or exceeding standards in all academic areas according to common core standards. We also support the overall well being of all of our students.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	110
<b>Grade 1</b>	121
<b>Grade 2</b>	104
<b>Grade 3</b>	112
<b>Grade 4</b>	116
<b>Grade 5</b>	133
<b>Grade 6</b>	135
<b>Total Enrollment</b>	831

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.2
American Indian or Alaska Native	0.4
Asian	12.2
Filipino	3.1
Hispanic or Latino	33.2
White	40.6
Two or More Races	4.9
Socioeconomically Disadvantaged	28.9
English Learners	7.5
Students with Disabilities	8.4
Foster Youth	0.2
Homeless	1.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	35	35	1768
Without Full Credential	0	0	0	13
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: September 2019

The table displays information collected in in September 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, 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 6-year cycle developed by the California 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

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: Wonders, 3-6 / Maravillas (adopted 2016) Amplify Education, Inc.: CA Core Knowledge, (Adams, Bryant , Franklin, K-6) (adopted 2016) Houghton Mifflin Harcourt: Read 180 Universal/Next Generation System 44 (adopted 2017) McGraw Hill: California Wonders TK-2 (adopted 2019)	Yes	0%
<b>Mathematics</b>	Great Minds: Eureka, TK-6 / Eureka (adopted 2018) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Science</b>	McGraw Hill: California Science, K-5 / Ciencias (adopted 2007) Pearson: Opening the World of Learning (OWL), TK (adopted 2015) Amplify Science 6 only (adopted 2019)	No	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 / Reflexiones (adopted 2006) CKHG Core Knowledge Foundation History Geography (adopted 2017) Pearson: Opening the World of Learning (OWL), TK (adopted 2015)	No	0%
<b>Health</b>	Healthy Me 3-6 Family Life (adopted 2009)	No	N/A

## School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 2003  
Lot Size: 10 acres  
17 Permanent Classrooms  
18 Portable Classrooms  
Resource/Psychologist Room  
Speech and Language Room  
Library and Multi-Purpose Room  
Indoor and Outdoor Cafeteria  
Completely Air Conditioned

Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review.

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

Lake Mathews has a full time and a part-time custodial staff who along with other district personnel maintain the grounds and facilities.

# of Work Orders = 333  
Labor Hours = 1032.25  
Assessed Value of Work = \$42465.02

## School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 12/20/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	LKMC-6 (Classroom): 4: (D) Ceiling tiles are stained; Qty. 2 LKMD-17 (Classroom): 4: (D) Ceiling tiles are stained: Qty 1
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	LKMA-100 (Administration):

		<p>7: (D) lighting fixture or bulbs are not working or missing; 1 2x4 fixture out.</p> <p>9: (D) Sink/fountain is not working; Lower DF not working.</p> <p>LKMA-100A (Stage):</p> <p>7: (D) lighting fixture or bulbs are not working or missing; 1 fixture out.</p> <p>LKMF-19 (Classroom):</p> <p>7: (D) Electrical components are damaged or not functioning properly; GFCI will not test \ reset.</p> <p>10: (D) Fire extinguisher is out of date or missing tag; Tag does not have current inspection date.</p> <p>LKMF-20 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing; Bad ballast in 1 fixture.</p> <p>10: (D) Fire extinguisher is out of date or missing tag; Tag does not have current date of inspection.</p> <p>LKMH-33 (Classroom):</p> <p>7: (D) Electrical components are damaged or not functioning properly;GFCI will not test \ reset.</p> <p>LKMJ-28 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing; 2 Fixtures out.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	<p>LKMA-100 (Administration):</p> <p>7: (D) lighting fixture or bulbs are not working or missing; 1 2x4 fixture out.</p> <p>9: (D) Sink/fountain is not working; Lower DF not working.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p>LKMF-19 (Classroom):</p> <p>7: (D) Electrical components are damaged or not functioning properly; GFCI will not test \ reset.</p> <p>10: (D) Fire extinguisher is out of date or missing tag; Tag does not have current inspection date.</p> <p>LKMF-20 (Classroom):</p> <p>7: (D) lighting fixture or bulbs are not working or missing; Bad ballast in 1 fixture.</p> <p>10: (D) Fire extinguisher is out of date or missing tag; Tag does not have current date of inspection.</p> <p>LKMF-21 (Classroom):</p>

		10: (D) Fire extinguisher is out of date or missing tag; Tag does not have current date of inspection.
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	LKMH-34 (Classroom): 15: (D) Door will not self latch upon return. LKMJ-26 (Classroom): 15: (D) Weather strip is torn and missing sections. This will not allow the "lock block" to stop the door from latching. LKMJ-30 (Classroom): 15: (D) Weather strip is torn and missing sections. This will not allow the "lock block" to prevent door from latching.
<b>Overall Rating</b>	Good	

## 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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	71	65	49	51	50	50
<b>Mathematics (grades 3-8 and 11)</b>	62	62	35	36	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	489	485	99.18	0.82	65.36
Male	272	272	100.00	0.00	59.56
Female	217	213	98.16	1.84	72.77
Black or African American	20	20	100.00	0.00	60.00
American Indian or Alaska Native	--	--	--	--	--
Asian	58	57	98.28	1.72	70.18
Filipino	--	--	--	--	--
Hispanic or Latino	156	155	99.36	0.64	54.19
Native Hawaiian or Pacific Islander					
White	205	204	99.51	0.49	71.57
Two or More Races	31	31	100.00	0.00	83.87
Socioeconomically Disadvantaged	151	149	98.68	1.32	45.64
English Learners	55	54	98.18	1.82	40.74
Students with Disabilities	60	59	98.33	1.67	27.12
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	489	486	99.39	0.61	61.73
Male	272	272	100.00	0.00	62.87
Female	217	214	98.62	1.38	60.28



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	20	20	100.00	0.00	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	58	58	100.00	0.00	74.14
Filipino	--	--	--	--	--
Hispanic or Latino	156	155	99.36	0.64	51.61
Native Hawaiian or Pacific Islander					
White	205	204	99.51	0.49	67.16
Two or More Races	31	31	100.00	0.00	70.97
Socioeconomically Disadvantaged	151	150	99.34	0.66	48.67
English Learners	55	55	100.00	0.00	50.91
Students with Disabilities	60	59	98.33	1.67	27.12
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; 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 only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.8	36.2	26.9

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Parent Involvement Contact Person Name: Annette Raspudic, Contact Person Phone Number: 951-352-5520.

Parent involvement is encouraged and valued at Lake Mathews School. Parents are involved through assisting in classrooms, joining our Parent Teacher Association, serving on the English Learners Advisory Committee (ELAC), and participating in many special projects which enrich our school program, such as Art-to-Go, jog-a-thon, book fair, carnival, basket auctions, field trips, special classroom activities, and family activity nights such as those at local restaurants.

Parents are encouraged to attend all parent meetings, parent workshops, and are welcomed volunteers in their child's classroom. All parents are encouraged to take an active role in their child's education through homework and ongoing communication. Our success is due, in large part, to the outstanding parental support and involvement in our students' learning. Parents may contact PTA Board Members or Lake Mathews' staff for more opportunities to volunteer at Lake Mathews.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.7	0.6	1.5	3.6	3.8	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.3	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department to give guidance on what should be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by January 31 of each year. The school's safety committee meets each month. A School Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, lockdown, and active shooter/intruder drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; visitors on campus; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO).

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		5		25	1	4		22	1	4	
1	29		4		25		4		24		5	
2	24		5		28		4		26		4	
3	25		5		23		5		28		4	
4	27		5		26		5		29		4	
5	32		4		33		1	3	33		2	2
6	25	1	4		32		2	2	28	1	2	2
Other**					10	1						

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6574.70	602.56	5972.14	97543.72
District	N/A	N/A	6650.57	92,123
Percent Difference - School Site and District	N/A	N/A	-10.7	5.7
State	N/A	N/A	7,125	80,764
Percent Difference - School Site and State	N/A	N/A	-17.6	18.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Lake Matthews Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$45,050 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$59,843	\$48,612
Mid-Range Teacher Salary	\$88,263	\$74,676
Highest Teacher Salary	\$115,432	\$99,791
Average Principal Salary (Elementary)	\$133,086	\$125,830
Average Principal Salary (Middle)	\$143,359	\$131,167
Average Principal Salary (High)	\$149,282	\$144,822

Category	District Amount	State Average For Districts In Same Category
<b>Superintendent Salary</b>	\$303,086	\$275,796
<b>Percent of Budget for Teacher Salaries</b>	38%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	8-10	10-15	10-15

In 2017-18, all staff members of Lake Mathews Elementary School participated in site and district staff development training. Many of the staff participated in other workshops and professional development that was appropriate for their grade level or curriculum. Teachers were able to select trainings from the district's on-line professional development system which includes many instruction-related topics. Trainings were offered during the school day as well as after school. 90% of teachers attend these trainings. Teachers who provided service in the Read 180 program attended at least 2 days of professional development to improve their practice related to the program.

Our teachers had 1-5 days of training provided by the district for professional development in language arts offered by the district staff developers. The teachers received 1-3 days of training at the school site as well as from staff developers in the area of mathematics. Teachers met with staff developers in each subject area to help them work on standards, lessons, units of study, assessment analysis, and curricular planning. Teachers worked closely throughout the year with their grade level teams to develop lessons and plan to meet student needs based on assessment analysis. Major topics were as follows:

- \*K-2 Institute
- \*Early Numeracy
- \*Guide of Instructional Direction
- \*Foss Science and new science standards
- \*Epi-pen training
- \*Instructional integration of technology (SAMR)
- \*Assessment correlation in mathematics
- \*Math unit planning
- \*Boys Town Social Skills
- \*SIRAS on-line IEP program
- \*Eureka math training

In 2018-19,

- \* Danielson Day 1 Modules 1,2,3,5,6
- \* ELA Wonders K-6
- \* Eureka Math K-6
- \* Epi-Pen Training
- \* Math Unit Planning
- \* Virtual Reality Training
- \* Google Sites
- \* DreamBox
- \* Pear Deck
- \* K-2 Institute
- \* Share Leadership (SLT)

In 2019-20,

- \* Danielson Day 2 Modules 4, 7, 8
- \* Amplify Science 6th Grade
- \* Eureka Math
- \* ELA Wonders with emphasis on writing and Designated/Integrated ELD
- \* Guide for Instruction 2.0
- \* Shared Leadership (SLT)
- \* Collaboration TK-6 with Learning Walks
- \* Data Dives
- \* Equity
- \* Writing