

# Lake Mathews Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <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 principal or the district office.

#### **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 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**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Lake Mathews Elementary School
<b>Street</b>	12252 Blackburn Road
<b>City, State, Zip</b>	Riverside, CA 92503-7083
<b>Phone Number</b>	951-352-5520 ext.43550
<b>Principal</b>	N/A
<b>E-mail Address</b>	pwilliams@rusd.k12.ca.us
<b>Web Site</b>	rusd.k12.ca.us (Schools, Lake Mathews)
<b>CDS Code</b>	33-67215-0100545

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

#### School Description and Mission Statement (School Year 2017-18)

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 being proficient or advanced in all academic areas according to common core standards. Students have demonstrated excellence in their achievement as shown by the California Common Core Standards Assessment. The school is one of nine schools in Riverside County to be ranked in the top 10 percent of the state. 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 and chorus in the fifth and sixth grades. There is a Kindness Club and a Student Leadership Team which promote school pride and a sense of community. A new addition to the extra curricular offerings is an after school coding club for upper graders.

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	129
Grade 1	115
Grade 2	118
Grade 3	123
Grade 4	136
Grade 5	131
Grade 6	123
Total Enrollment	875

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.2
Asian	11.9
Filipino	4.1
Hispanic or Latino	28.6
Native Hawaiian or Pacific Islander	0
White	45.1
Two or More Races	4
Socioeconomically Disadvantaged	22.7
English Learners	9.6
Students with Disabilities	7.9
Foster Youth	0.2

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	36	35	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 10/16/2017

The table displays information collected in 10/16/17 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Macmillan McGraw-Hill: California Treasures, K-2 (adopted in 2013)  Macmillan McGraw-Hill: Wonders, 3-6 (adopted in 2016)  Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
<b>Mathematics</b>	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
<b>Science</b>	McGraw Hill: California Science, K-6 (Adopted in 2007)	Yes	0%
<b>History-Social Science</b>	Harcourt: Reflections, K-6 (Adopted in 2006)	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		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 = 412  
 Labor Hours = 2593.81  
 Assessed Value of Work = \$109,231.75

### 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Psych/Staff Workroom: Missing screws on furnace cover, door to furnace will not latch, need 6-769 ceiling tiles replaced Room 6: Need 4-769 ceiling tiles replaced, air is not working - fan is blowing but not cold
<b>Interior:</b> Interior Surfaces	X			Room 21: Ants around sink, counter top has chipped corners, drywall crack in corner in front of class, 1 drywall patch needed above white boards, 2-769 ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical		X		Health office: Light bank out Library: light fixture cover filthy , lights out in text/storage room MPR/Kitchen: custodial office missing beauty ring on fire sprinkler, radioactive disposal and replacement of exit sign, internet missing face plate, oven hard to open, toilet seat loose, recaulk around sink - squirt handle leaks Room 20: Need 3 lights, drywall repair above white board, 2-769 ceiling tiles Room 32: One light out, two ceiling tiles need replacing Room 35: one light out Room34: Two lights out, front door not closing properly, walls need paint
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			MPR/Kitchen: custodial office missing beauty ring on fire sprinkler, radioactive disposal and replacement of exit sign, internet missing face plate, oven hard to open, toilet seat loose, recaulk around sink - squirt handle leaks Office Restroom: Sinks drain slow, toilet seats loose Room 15: Need 1-769 ceiling tile, fountain fixture is leaking, need 1 light replaced Room 16: AC does not kick on - fan does but does not come out cold, need dry wall patch above whiteboard, door weather stripping, water pressure is too strong out of drinking spout Room 33: Faucet leaking
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/8/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs		X		Admin Office: office ceiling tile needs to be replaced Psych/Staff Workroom: Missing screws on furnace cover, door to furnace will not latch, need 6-769 ceiling tiles replaced Room 1: Need 2-769 ceiling tiles replaced Room 13: Need 2-769 ceiling tiles replaced Room 2: Need 2-769 ceiling tiles replaced Room 20: Need 3 lights, drywall repair above white board, 2-769 ceiling tiles Room 21: Ants around sink, counter top has chipped corners, drywall crack in corner in front of class, 1 drywall patch needed above white boards, 2-769 ceiling tiles Room 4: Need 2-769 ceiling tiles replaced Room 5: Need 4-769 ceiling tiles replaced Room 6: Need 4-769 ceiling tiles replaced, air is not working - fan is blowing but not cold Room 9: Back right corner has leak, need 1-769 ceiling tile replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Psych/Staff Workroom: Missing screws on furnace cover, door to furnace will not latch, need 6-769 ceiling tiles replaced Room 16: AC does not kick on - fan does but does not come out cold, need dry wall patch above whiteboard, door weather stripping, water pressure is too strong out of drinking spout

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 12/8/2017				
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] 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	71	66	48	47	48	48
Mathematics (grades 3-8 and 11)	63	58	35	34	36	37

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	521	516	99.04	65.89
Male	269	267	99.26	59.93
Female	252	249	98.81	72.29
Black or African American	19	19	100	31.58
American Indian or Alaska Native	--	--	--	--
Asian	58	58	100	77.59
Filipino	27	27	100	81.48
Hispanic or Latino	149	148	99.33	59.46
White	228	224	98.25	66.52
Two or More Races	26	26	100	76.92
Socioeconomically Disadvantaged	127	126	99.21	53.17
English Learners	72	71	98.61	52.11
Students with Disabilities	57	56	98.25	17.86
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	521	515	98.85	58.45
Male	269	265	98.51	60
Female	252	250	99.21	56.8
Black or African American	19	19	100	36.84
American Indian or Alaska Native	--	--	--	--
Asian	58	58	100	74.14
Filipino	27	27	100	74.07
Hispanic or Latino	149	147	98.66	48.98
White	228	224	98.25	59.38
Two or More Races	26	26	100	69.23
Socioeconomically Disadvantaged	127	126	99.21	45.24
English Learners	72	72	100	41.67
Students with Disabilities	57	54	94.74	11.11
Foster Youth	--	--	--	--

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**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	78	85	58	54	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.



## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.8	16.4	42.2

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.

## 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 schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

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 and the local skating rink.

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 with the school in person, through phone calls, and with e-mail. Our success is due, in large part, to the outstanding parental support and involvement in our students' learning. Parents may contact Mrs. Jag Patel, PTA President at 951-352-5520 and leave a message for more information about volunteer opportunities or contact Pamela Williams, principal, at 951-352-5520 ext. 43550.

### 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.0	1.0	0.7	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations 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 March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown 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; 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 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		5		25	1	4		26		5	
1	26		5		22		5		29		4	
2	28		4		24		5		24		5	
3	28		5		27		5		25		5	
4	31		4		32		4		27		5	
5	29		5		32		4		32		4	
6	33		1	3	27	1	2	2	25	1	4	
Other	5	1										

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	0	0
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	0.8	N/A
<b>Psychologist</b>	0.4	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0.23	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>	1	N/A
<b>Other</b>	0	N/A

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

\*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 2015-16)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	5919	557	5362	89161
<b>District</b>	N/A	N/A	\$5,857	\$87,199
<b>Percent Difference: School Site and District</b>	N/A	N/A	-21.0	-8.8
<b>State</b>	N/A	N/A	\$6,574	\$79,228
<b>Percent Difference: School Site and State</b>	N/A	N/A	-29.6	0.3

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

**Types of Services Funded (Fiscal Year 2016-17)**

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

\$17,507 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 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

**Professional Development (Most Recent Three Years)**

During the 2015-16 school year, all staff members at Lake Mathews participated in staff development training related to district goals, grade level goals based on student assessments, or individual needs of the teacher. Many staff members participated in other professional growth opportunities sponsored by the school, district, or through special projects, receiving 3-10 days of training. The major topics covered during the workshops, mentoring, and team meetings were:

- Digital Citizenship
- Developing Grade Level Common Assessments and Interventions.
- Strategies to improve writing and the use of common graphic organizers
- Math Talks
- G.A.T.E. Training.
- BTSA Induction for new teachers.
- Training to support mathematical achievement
- K-2 Institute training for all K-2nd grade teachers
- Training for Instructional Technology
- Training in the Student Success Team (SST) process
- Training in Multi-tiered Intervention Strategies

Through staff training, the faculty had 100% of the teachers with CLAD certificates and 63% of the teachers with GATE certificates or in training for the certificate.

Professional development needs are evaluated each year and the school plan reflects the focus for implementing the training. Topics are chosen based on achievement analysis and district goals

Depending on the grade level, district or school focus, teachers participated in 3 – 10 days of professional development. In 2016-17, major topics were:

- AIMS WEB
- Dreambox
- K-2 Institute
- Kyte Learning
- Guide for Instructional Direction
- Epi-pen/ Seizure Disorders
- R.A.C.E. writing strategy
- Wonders training
- Math unit planning

63% of the faculty held GATE certificates and 100% of the faculty had a CLAD or BCLAD certificate to serve our gifted population and our English Language Learners.

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

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