

Lake Mathews Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Lake Mathews Elementary School
Street	12252 Blackburn Rd
City, State, Zip	Riverside, CA 92503-7083
Phone Number	951-352-5520 ext.43550
Principal	Annette Raspudic
Email Address	araspu@riversideunified.org
School Website	lakemathews.riversideunified.org
County-District-School (CDS) Code	33-67215-0100545

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

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 grade levels participate in the Art-to-Go program, a district partnership with the Riverside Art Museum. Fourth grade students attend a schoolwide music program and our fifth and sixth grade students may elect to participate in our LME school band program. There is also a Student Leadership Club which promotes school pride and a sense of community. In addition, to the extra curricular offerings, there is an after school HEARTS program for students in grades TK-6. Participation in the Science and Engineering Fair is available for all grades, the Scripps National Spelling Bee for grades four through six, and the National PTA Reflections Arts Program 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 our students. We believe that in order to learn, all students at Lake Mathews must feel supported and safe. Our school expectations center around Being Safe, Being Respectful, and Being Responsible. In addition, when students promote from Lake Mathews, we want them to exhibit the 5 Cs: Critical Thinking, Creativity, Communication, Citizenship, and Community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	128
Grade 1	102
Grade 2	118
Grade 3	107
Grade 4	115
Grade 5	122
Grade 6	97
Total Enrollment	789

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1%
Male	47.9%
American Indian or Alaska Native	0.1%
Asian	12.5%
Black or African American	4.8%
Filipino	3.3%
Hispanic or Latino	44.9%
Two or More Races	4.1%
White	28.1%
English Learners	8.4%
Foster Youth	0.4%
Homeless	0.3%
Socioeconomically Disadvantaged	41.7%
Students with Disabilities	7.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.90	98.83	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.00	0.99	12115.80	4.41
Unknown	0.30	1.17	151.80	8.83	18854.30	6.86
Total Teaching Positions	28.20	100.00	1720.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	28.20	100.00	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	0.00	0.00	127.00	7.37	15831.90	5.67
Total Teaching Positions	28.20	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Year Constructed: 2003
 Lot Size: 10 acres
 39 Permanent 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 short and long-term 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 15 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).

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

Year and month of the most recent FIT report

09/20/2023 - 12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			LKMA-101 (Library): 2: (D) Interior Temperatures are outside of normally accepted ranges Note: AC not working. Too hot. 5: (D) Fewer than five percent of the bulbs have burned out Note: 5 lamps are out. LKMA-101AA (Utility): 2: (D) Interior Temperatures are outside of normally accepted ranges Room is very warm. Split unit is not working. 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup LKMA-101C (Utility): 2: (D) Interior Temperatures are outside of normally accepted ranges Note: Technician was on site working on the issue. 4: (D) Ceiling tiles have holes or stains Note: multiple ceiling tiles were damaged due to condensate leak from AC unit. 5: (D) Fewer than five percent of the bulbs have burned out Note: 1 lamp out in fixture. LKMD-23 (Restroom):

School Facility Conditions and Planned Improvements

			<p>2: Exhaust Fan is not working. LKMJ-21 (Restroom): 3: (D) The sanitary system is not controlling odors as designed, restroom has a strong smell of urine. 8: (D) Restrooms are NOT fully operational, several toilets loose from toilet flange. (D) Restrooms do NOT appear to be maintained and cleaned regularly 9: (D) Water pressure is inadequate (D) A Leak is evident LKMJ-26 (Classroom): 2: (D) HVAC units are generating excessive noise or vibrations 5: (D) Unsecured items are stored too high LKMK-2 (Classroom): 2: (D) Interior Temperatures are outside of normally accepted ranges</p> <p>Note: Teacher complains about unit shutting off around lunch time. 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 1 lamp out. 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>Note: Teacher complains that the computer port that ties to her projector does not function correctly.</p>
<p>Interior: Interior Surfaces</p>		<p>X</p>	<p>LKMA-101C (Utility): 2: (D) Interior Temperatures are outside of normally accepted ranges</p> <p>Note: Technician was on site working on the issue. 4: (D) Ceiling tiles have holes or stains</p> <p>Note: multiple ceiling tiles were damaged due to condensate leak from AC unit. 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 1 lamp out in fixture. LKME-9 (Classroom): 4: (D) Carpeting is stained LKMG-14 (Classroom): 4: 2Two ceiling tiles hanging below frame. LKMG-15 (Classroom): 4: 2 Two ceiling tiles hanging below frame. LKMH-100 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Carpeting is stained (D) Flooring is damaged 9: (D) Water pressure is inadequate 11: (D) Paint is peeling, chipping, or cracking LKMH-101 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Flooring is damaged (D) Carpeting is stained</p>

School Facility Conditions and Planned Improvements

			<p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>11: (D) Paint is peeling, chipping, or cracking</p> <p>LKMH-35 (Classroom):</p> <p>4:</p> <p>(D) Carpeting is damaged</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>9: (D) Water pressure is inadequate</p> <p>LKMJ-22C (Utility):</p> <p>4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)</p> <p>5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup</p> <p>LKMJ-23 (Classroom):</p> <p>4: (D) Carpeting is stained</p> <p>9: (D) Water pressure is inadequate</p> <p>LKMJ-24 (Classroom):</p> <p>4:</p> <p>(D) Carpeting is damaged</p> <p>7: (D) Improper usage of surge protectors or daisy chain of surge protectors</p> <p>LKMJ-28 (Classroom):</p> <p>4: (D) Carpeting is damaged</p> <p>(D) Carpeting is stained</p> <p>LKMJ-29 (Classroom):</p> <p>4: (D) Carpeting is stained</p> <p>(D) Carpeting is damaged</p> <p>LKMJ-30 (Classroom):</p> <p>4: (D) Carpeting is stained</p> <p>7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, loose smoke detector</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>LKMA-100F (Health Office):</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 2 foot u shaped lamps not working.</p> <p>LKMA-101 (Library):</p> <p>2: (D) Interior Temperatures are outside of normally accepted ranges</p> <p>Note: AC not working. Too hot.</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 5 lamps are out.</p> <p>LKMA-101A (Administration):</p> <p>5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 1 lamp out in light fixture.</p> <p>LKMA-101AA (Utility):</p> <p>2: (D) Interior Temperatures are outside of normally accepted ranges</p>

School Facility Conditions and Planned Improvements

Room is very warm. Split unit is not working.
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
LKMA-101B (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access

Note: missing 12x12 cover.
LKMA-101C (Utility):
2: (D) Interior Temperatures are outside of normally accepted ranges

Note: Technician was on site working on the issue.
4: (D) Ceiling tiles have holes or stains

Note: multiple ceiling tiles were damaged due to condensate leak from AC unit.
5: (D) Fewer than five percent of the bulbs have burned out

Note: 1 lamp out in fixture.
LKMA-101E:
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
LKMJ-22C (Utility):
4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
LKMJ-26 (Classroom):
2: (D) HVAC units are generating excessive noise or vibrations
5: (D) Unsecured items are stored too high
LKMJ-36 (Utility):
5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup
LKMK-2 (Classroom):
2: (D) Interior Temperatures are outside of normally accepted ranges

Note: Teacher complains about unit shutting off around lunch time.
5: (D) Fewer than five percent of the bulbs have burned out

Note: 1 lamp out.
7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly

Note: Teacher complains that the computer port that ties to her projector does not function correctly.
LKMK-4 (Administration):
5: (D) Fewer than five percent of the bulbs have burned out

School Facility Conditions and Planned Improvements

<p>Electrical</p>	<p>X</p>		<p>Note: 1 lamp is out.</p> <p>LKMA-101B (Utility): 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p> <p>Note: missing 12x12 cover. LKMH-101 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Flooring is damaged (D) Carpeting is stained 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 11: (D) Paint is peeling, chipping, or cracking LKMH-34 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, loose smoke sensor 9: (D) A Leak is evident LKMH-35 (Classroom): 4: (D) Carpeting is damaged 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 9: (D) Water pressure is inadequate LKMJ-24 (Classroom): 4: (D) Carpeting is damaged 7: (D) Improper usage of surge protectors or daisy chain of surge protectors LKMJ-30 (Classroom): 4: (D) Carpeting is stained 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, loose smoke detector LKMK-2 (Classroom): 2: (D) Interior Temperatures are outside of normally accepted ranges</p> <p>Note: Teacher complains about unit shutting off around lunch time. 5: (D) Fewer than five percent of the bulbs have burned out</p> <p>Note: 1 lamp out. 7: (D) Electrical systems, components, and/or equipment appear NOT to be working properly</p> <p>Note: Teacher complains that the computer port that ties to her projector does not function correctly. LKMK-5 (Utility): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access</p>
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School Facility Conditions and Planned Improvements

			<p>Note: add junction box and cover to sealtight for condensate pump.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>LKMC-3 (Administration): 9: Sink is slow to drain. LKMD-17 (Classroom): 9: Drinking fixture water pressure is to high . It over shoots the sink. LKMH-100 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Carpeting is stained (D) Flooring is damaged 9: (D) Water pressure is inadequate 11: (D) Paint is peeling, chipping, or cracking LKMH-101A (Restroom): 8: (D) Restrooms are NOT fully operational Pull and reset toilet. 9: (D) Water pressure is inadequate (D) A Leak is evident LKMH-101B (Restroom): 9: (D) A Leak is evident pull and reset toilet LKMH-31 (Classroom): 9: (D) Water pressure is inadequate LKMH-34 (Classroom): 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, loose smoke sensor 9: (D) A Leak is evident LKMH-35 (Classroom): 4: (D) Carpeting is damaged 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 9: (D) Water pressure is inadequate LKMJ-20 (Restroom): 9: (D) Water pressure is inadequate (D) A Leak is evident, Sink is loose, several toilets are loose LKMJ-21 (Restroom): 3: (D) The sanitary system is not controlling odors as designed, restroom has a strong smell of urine. 8: (D) Restrooms are NOT fully operational, several toilets loose from toilet flange. (D) Restrooms do NOT appear to be maintained and cleaned regularly 9: (D) Water pressure is inadequate (D) A Leak is evident LKMJ-22A (Utility): 9: (D) Water pressure is inadequate LKMJ-23 (Classroom): 4: (D) Carpeting is stained 9: (D) Water pressure is inadequate LKMJ-27 (Classroom): 9: (D) Water pressure is inadequate 11: (D) Paint is peeling, chipping, or cracking</p>

School Facility Conditions and Planned Improvements

<p>Safety: Fire Safety, Hazardous Materials</p>	X		<p>LKMH-100 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Carpeting is stained (D) Flooring is damaged 9: (D) Water pressure is inadequate 11: (D) Paint is peeling, chipping, or cracking LKMH-101 (Classroom): 4: (D) Ceiling tiles have holes or stains (D) Flooring is damaged (D) Carpeting is stained 7: (D) Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access 11: (D) Paint is peeling, chipping, or cracking LKMJ-27 (Classroom): 9: (D) Water pressure is inadequate 11: (D) Paint is peeling, chipping, or cracking</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>LKMH-32 (Classroom): 12: (D) large area in center of room has a squeaky floor.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>LKMA-100G (Restroom): 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>Note: Teachers informed me that doors will still open when locked.</p> <p>LKMA-100H (Restroom): 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>Note: Teacher informed me that the doors will open when locked.</p> <p>LKMA-101D (Utility): 15: (D) Windows, doors, or gates are NOT functional and do NOT open, close, and lock as designed,(unless there is a valid reason)</p> <p>Note: door is very very hard to open and close.</p> <p>LKMF-20 (Classroom): 15: (D) Door closer needs adjustment</p>

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	61	57	46	44	47	46
Mathematics (grades 3-8 and 11)	50	53	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	436	433	99.31	0.69	57.27
Female	232	232	100.00	0.00	59.91
Male	204	201	98.53	1.47	54.23
American Indian or Alaska Native	--	--	--	--	--
Asian	52	52	100.00	0.00	78.85
Black or African American	21	21	100.00	0.00	57.14
Filipino	14	14	100.00	0.00	71.43
Hispanic or Latino	187	184	98.40	1.60	45.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	64.29
White	133	133	100.00	0.00	63.16
English Learners	23	22	95.65	4.35	31.82
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	36	36	100.00	0.00	50.00
Socioeconomically Disadvantaged	197	195	98.98	1.02	47.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	33.33

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	436	433	99.31	0.69	52.78
Female	232	232	100.00	0.00	50.65
Male	204	201	98.53	1.47	55.22
American Indian or Alaska Native	--	--	--	--	--
Asian	52	52	100.00	0.00	73.08
Black or African American	21	21	100.00	0.00	52.38
Filipino	14	14	100.00	0.00	64.29
Hispanic or Latino	187	184	98.40	1.60	42.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	28	28	100.00	0.00	57.14
White	133	133	100.00	0.00	57.89
English Learners	23	22	95.65	4.35	27.27
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	36	36	100.00	0.00	47.22
Socioeconomically Disadvantaged	197	195	98.98	1.02	41.75
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	26.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.00	42.50	26.85	27.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	120	120	100.00	0.00	42.50
Female	74	74	100.00	0.00	40.54
Male	46	46	100.00	0.00	45.65
American Indian or Alaska Native	0	0	0	0	0
Asian	15	15	100.00	0.00	86.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	52	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	48.57
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00	0.00	31.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	35.71

B. Pupil Outcomes

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 area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97.50%	97.50%	97.50%	97.50%	99.20%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

Parent involvement is encouraged and valued at Lake Mathews Elementary School. Parents are involved through assisting in classrooms, joining Parent Teacher Association, serving on the English Learners Advisory Committee (ELAC) or African American Parent Advisory Council (AAPAC), and participating in many special projects which enrich our school program, such as Art-to-Go, LME Jog-a-thon, Fall and Spring Book Fair, Fall Trunk or Treat, Basket Auctions, field trips, special classroom activities, and family activity nights such as those at local restaurants, movie nights, etc.

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	814	803	99	12.3
Female	425	419	48	11.5
Male	389	384	51	13.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	101	99	4	4.0
Black or African American	44	43	4	9.3
Filipino	27	26	4	15.4
Hispanic or Latino	362	357	59	16.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	34	34	3	8.8
White	227	225	22	9.8
English Learners	69	67	11	16.4
Foster Youth	6	5	1	20.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	347	344	62	18.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	82	81	13	16.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	0.76	1.47	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.47	0
Female	0.47	0
Male	2.57	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.99	0
Black or African American	2.27	0
Filipino	0	0
Hispanic or Latino	1.38	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.94	0
White	1.76	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.44	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.66	0

2023-24 School Safety Plan

The School Site Council or 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 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, 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 has a campus supervisor and has an assigned School Resource Officer (SRO).

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	15	3	
1	15	3	3	
2	11	5	4	
3	11	7	4	
4	12	6	1	1
5	11	5		
6	14	4	3	
Other	34			1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		5	
1	28		4	
2	24		4	
3	27		4	
4	29		4	
5	34			2
6	33			
Other	30		1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	5	0
1	26	0	4	0
2	24	0	5	0
3	27	0	4	0
4	29	0	4	0
5	31	0	4	0
6	32	0	2	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,899.64	1,171.11	7,728.53	104,918.53
District	N/A	N/A	6594.44	\$98,845
Percent Difference - School Site and District	N/A	N/A	15.8	8.0
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	16.8	20.5

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

The following professional development courses were provided:

In 2021-2022

*Kagan Day 1

Professional Development

- *Community Circles
- *Restorative Circles
- *SEL PD
- *MTSS Training
- *LAS Links Training
- *Fast Bridge Training; Reading/Math/SEL
- *Keenan Safe Schools
- *Covid-19/Cal OSHA Training
- *Mandated Reporter Training
- *Active Shooter Course
- *Google Training
- *Technology Training
- *SLT
- *Staff/Team/Team Leader meetings and trainings
- *Gateway and Advanced Phonics
- *GATE Training
- *STEM
- *Mystery Science
- *Amplify

In 2022-2023

- *Kagan Day 1 for new staff; Days 2-5 for teachers interested
- *Community Circles
- *Restorative Circles
- *SEL PD
- *MTSS Training
- *LAS Links Training
- *Fast Bridge Training; Reading/Math/SEL
- *Keenan Safe Schools
- *Covid-19/Cal OSHA Training
- *Mandated Reporter Training
- *Active Shooter Course
- *Google Training
- *Technology Training
- *MTSS/SLT
- *Staff/Team/Team Leader meetings and trainings
- *Gateway and Advanced Phonics
- *GATE Training
- *STEM
- *Mystery Science
- *Amplify
- *McKinney/Vento
- *ProAct Principles

In 2023-2024

- *Kagan Day 1 for new staff; Days 2-5 for teachers interested
- *Community Builders
- *Restorative Circles
- *SEL PD
- *ELD Training
- *ELLEVATION Training
- *MTSS Training
- *LAS Links Training
- *Fast Bridge Training; Reading/Math/SEL
- *Keenan Safe Schools
- *Mandated Reporter Training
- *Active Shooter Course
- *Google Training

Professional Development

- *Technology Training
- *MTSS/SLT
- *Staff/Team/Team Leader meetings and trainings
- *Gateway and Advanced Phonics
- *GATE Training
- *STEM
- *Mystery Science
- *Amplify
- *McKinney/Vento
- *Social Studies Adoption
- *School Expectations Trainings
- *ProAct Principles
- *Planning Days; working with MTSS staff to look at data and plan according to the data

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	22