



Riverside Meadows

1751 Cimarron Drive • Plumas Lake, CA 95961 • 530-743-1271 • Grades 6-8

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

Plumas Lake Elementary School District

2743 Plumas School Road
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District Governing Board

David Villanueva
Derek Bratton
Michelle Perault
Frankye Doig
Laurence Day

District Administration

Dr. Jeff Roberts
Superintendent

Ajit Kang
Director of Business Services

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**Director of Curriculum, Instruction
and Special Education**

Ray McKinney
**Director of Facilities, Maintenance,
Operations & Transportation**

Jason Hofhenke
Director of Student Services

Brian Briggs
**Director of Innovation &
Instructional Technology**

School Description

The faculty, administration and support staff provide an exemplary learning environment. Academic learning is the primary focus of the school, but our teachers operate on the principle that a caring environment that fosters self-esteem and individual development is the best approach toward facilitating learning. Students are able to approach all facets of their learning with confidence and assurance that this school is their home. Rules of conduct are realized internally, leading to self-direction and initiative.

At Riverside Meadows Intermediate School, it is the belief of the staff, patrons, and students that our primary purpose is to maximize the intellectual, social, physical and emotional growth of our students. We are dedicated to students, families and community working together to realize individual dignity and potential.

Riverside Meadows Intermediate serves over 400 students from the small community of Plumas Lake. We are currently a 6th-8th grade school. Our school currently runs a traditional 7 period day where all students have access to an elective course. Classroom instruction is based on state content standards that are taught, assessed, and then retaught when necessary. We offer various types of interventions after the school day ranging from targeted standards based support to general walk in homework or tutoring help. Our teachers are dedicated to their students and are always willing to assist students after school or during lunch hours to provide extra support.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	119
Grade 7	143
Grade 8	134
Total Enrollment	396

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	1
Asian	5.1
Filipino	2
Hispanic or Latino	25.5
Native Hawaiian or Pacific Islander	1
White	51.3
Two or More Races	10.1
Socioeconomically Disadvantaged	43.9
English Learners	5.6
Students with Disabilities	9.8
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Riverside Meadows	14-15	15-16	16-17
With Full Credential	21	20	24
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Plumas Lake Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside Meadows	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
Districtwide		
All Schools		
High-Poverty Schools		
Low-Poverty Schools		

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Riverside Meadows is currently compliant with all Williams Act Requirements. Text books are in good condition and students receive not only a copy to keep at home but a copy to keep in the classroom as well.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Holt 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Houghton Mifflin 2007 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	McDougal Littel 2008 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Foreign Language	Holt Expresate The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

School facility is in excellent condition. Improvements currently being made are to the general landscape around campus as well as regular building maintenance.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/01/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	48	53	53	57	44	48
Math	29	29	39	41	34	36

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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	87	82	65	72	75	68	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16	27.8	38.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	132	131	99.2	64.9
Male	79	78	98.7	68.0
Female	53	53	100.0	60.4
Hispanic or Latino	32	32	100.0	46.9
White	67	66	98.5	71.2
Two or More Races	17	17	100.0	64.7
Socioeconomically Disadvantaged	66	65	98.5	61.5
Students with Disabilities	15	14	93.3	21.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	122	122	100.0	61.5
	7	147	143	97.3	51.8
	8	132	129	97.7	45.0
Male	6	56	56	100.0	57.1
	7	77	75	97.4	49.3
	8	79	78	98.7	42.3
Female	6	66	66	100.0	65.2
	7	70	68	97.1	54.4
	8	53	51	96.2	49.0
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	35	35	100.0	57.1
	7	35	35	100.0	28.6
	8	32	32	100.0	40.6
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	61	61	100.0	62.3
	7	75	73	97.3	58.9
	8	67	66	98.5	45.5
Two or More Races	6	12	12	100.0	66.7
	7	12	11	91.7	63.6
	8	17	15	88.2	46.7
Socioeconomically Disadvantaged	6	43	43	100.0	53.5
	7	70	69	98.6	40.6
	8	66	63	95.5	42.9

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	--	--	--	--
	7	14	14	100.0	14.3
	8	15	13	86.7	7.7
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	122	122	100.0	30.3
	7	147	143	97.3	23.9
	8	132	129	97.7	32.6
Male	6	56	56	100.0	28.6
	7	77	75	97.4	28.4
	8	79	78	98.7	34.6
Female	6	66	66	100.0	31.8
	7	70	68	97.1	19.1
	8	53	51	96.2	29.4
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Asian	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	35	35	100.0	31.4
	7	35	35	100.0	8.6
	8	32	32	100.0	21.9
Native Hawaiian or Pacific Islander	6	--	--	--	--
	7	--	--	--	--
White	6	61	61	100.0	22.9
	7	75	73	97.3	23.6
	8	67	66	98.5	34.9
Two or More Races	6	12	12	100.0	25.0
	7	12	11	91.7	36.4
	8	17	15	88.2	40.0
Socioeconomically Disadvantaged	6	43	43	100.0	23.3
	7	70	69	98.6	17.6
	8	66	63	95.5	28.6
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	--	--	--	--
	7	14	14	100.0	
	8	15	13	86.7	
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Riverside Meadows has a very active PTSA that contributes in many ways. Beyond our PTSA, we encourage parents to volunteer in classrooms, run after school clubs and activities, and participate in fundraising events.

State Priority: School Climate

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

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

School Safety Plan

Riverside Meadows conducts and practices all of the necessary emergency drills, maintains safe facilities, and strives to provide a safe and healthy environment for all students and staff. In September of 2016, the staff of Riverside reviewed and updated the emergency protocol for the school site. A school safety team was established and roles and duties were written. Catapult EMS was implemented district-wide to serve as the online information system for reporting, informing and updating district staff about emergency situations and threats. Three drills were conducted utilizing the test-mode of Catapult EMS. Staff practiced responding to the emergency test threat with students and reported back to administration using the online Catapult EMS on their cell phones, laptops and tablets.

Riverside Meadows continually monitors the safety protocols for the school site. Facilities are checked on a daily basis to help maintain a safe campus for our students.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	11.8	7.7	7.1
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.2	5.0	3.5
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 4	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		33.3

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	0.33
Library Media Teacher (Librarian)	.25
Library Media Services Staff (Paraprofessional)	
Psychologist	.33
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	.33
Resource Specialist	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	400

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	23	20	20	3	7	7	7	5	5			2
Mathematics	24			3			6		3			
Science	27	22	22	1	4	4	7	7	7			
Social Science	27	24	24	3	3	3	5	7	7			1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Riverside Teachers participate in professional development every Monday through the use of early release days. Professional development is on going and structured to ensure teachers meet the diverse needs of students. Staff also has the opportunity to participate in "Non Student" days built into our schedule that provide training on best practices. PLUSD also offers teacher lead professional development opportunities in the areas of best practices and technology. The site principal budgets conference, trainings, and seminar fees each year so teachers can leave campus and receive training by professionals outside of our school district. The school site principal also may budget content area consultants to provide training in the area of instructional strategies specific to a content area. The consultants serve as instructional coaches to help provide specific feedback and training to department staff on site and in the classroom.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,819	\$44,507
Mid-Range Teacher Salary	\$58,650	\$68,910
Highest Teacher Salary	\$83,271	\$88,330
Average Principal Salary (ES)	\$116,751	\$111,481
Average Principal Salary (MS)	\$118,787	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$151,900	\$169,821
Percent of District Budget		
Teacher Salaries	35%	39%
Administrative Salaries	10%	6%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,118.93	\$866.59	\$6,252.34	\$56,082
District	♦	♦	\$6,988.27	\$55,699.13
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			-10.5	0.7
Percent Difference: School Site/ State			10.1	-21.7

* Cells with ♦ do not require data.

Types of Services Funded

Riverside Meadows directs all funds to support the academic achievement of students. Funds are used to provide instructional resources, professional development for teachers, and technology to enhance curriculum.

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.