Riverside Meadows

1751 Cimarron Drive • Plumas Lake, CA 95961 • 530-743-1271 • Grades 6-8
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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Plumas Lake Elementary School District

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

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 6	141
Grade 7	152
Grade 8	119
Total Enrollment	412

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.2
American Indian or Alaska Native	1.0
Asian	5.8
Filipino	1.2
Hispanic or Latino	26.0
Native Hawaiian or Pacific Islander	1.0
White	50.0
Socioeconomically Disadvantaged	40.5
English Learners	2.4
Students with Disabilities	10.9
Foster Youth	0.7

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

Teacher Credentials			
Riverside Meadows	**16-17**	**17-18**	**18-19**
With Full Credential	24	23	22
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	0	0
Plumas Lake Elementary School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Riverside Meadows	**16-17**	**17-18**	**18-19**
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 2018-19)

Riverside Meadows in 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: January 2019	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Amplify ELA, 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Big Ideas Math, Houghton Miffllin 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

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

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: 08/07/2018		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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

Subject	2017-18 CAASPP Results for All Students					
	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	42.0	53.0	51.0	59.0	48.0	50.0
Math	31.0	34.0	40.0	45.0	37.0	38.0

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

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

Subject	CAASPP Test Results in Science for All Students					
	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.3	22.9	37.9

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	419	411	98.09	53.04
Male	221	216	97.74	47.69
Female	198	195	98.48	58.97
Black or African American	14	14	100.00	28.57
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100.00	68.00
Filipino	--	--	--	--
Hispanic or Latino	112	111	99.11	49.55
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	203	98.54	51.72
Two or More Races	49	46	93.88	65.22
Socioeconomically Disadvantaged	179	176	98.32	49.43
English Learners	44	44	100.00	45.45
Students with Disabilities	43	40	93.02	2.50
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.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	419	409	97.61	33.5
Male	221	215	97.29	36.28
Female	198	194	97.98	30.41
Black or African American	14	14	100	21.43
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	48
Filipino	--	--	--	--
Hispanic or Latino	112	110	98.21	27.27
Native Hawaiian or Pacific Islander	--	--	--	--
White	206	202	98.06	33.17
Two or More Races	49	46	93.88	34.78
Socioeconomically Disadvantaged	179	175	97.77	30.29
English Learners	44	43	97.73	18.6
Students with Disabilities	43	40	93.02	0
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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
Riverside Meadows welcomes all parents who are interested in volunteering in the classrooms, helping with fundraisers, and/or assisting with student activity days. Student Government students help organize school events and parents are encouraged to volunteer by contacting the Student Government advisor, Charley Pratt-Guess. Riverside Meadows utilizes the school Facebook page, Instagram account, Twitter account, and Blackboard communication to inform parents of upcoming opportunities in which they can become involved. Riverside Meadows parents have also formed a PTSA. Parents are informed of events and volunteer opportunities through the Riverside Meadows PTSA Facebook account.

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.

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. Monthly drills are conducted utilizing the test-mode of Catapult EMS. Staff practice responding to the emergency test threat with students and report 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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	7.1	8.8	4.6
Expulsions Rate	0.0	0.5	0.2
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.5	4.8	2.8
Expulsions Rate	0.0	0.2	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.25
Psychologist	.20
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	20.0	19.0	23.0	6	5	6	8	10	6			
Mathematics	8.0	6.0	25.0	3	3	1			10			
Science	28.0	22.0	23.0	1	7	6	9	7	6			
Social Science	28.0	21.0	23.0	1	9	7	9	5	5			

*   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 the schedule to 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 conferences, 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,374	$48,064
Mid-Range Teacher Salary	$65,314	$75,417
Highest Teacher Salary	$89,252	$94,006
Average Principal Salary (ES)	$124,798	$119,037
Average Principal Salary (MS)	$100,830	$123,140
Average Principal Salary (HS)	$0	$135,974
Superintendent Salary	$159,586	$183,692
Percent of District Budget		
Teacher Salaries	34.0	36.0
Administrative Salaries	9.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$7,101.61	$980.56	$7,156.49	$67,599.00
District	◆	◆	$8,348.55	$61,033.00
State	◆	◆	$7,125	$76,046
Percent Difference: School Site/District			-15.4	10.2
Percent Difference: School Site/ State			0.4	-11.8

* Cells with ◆ do not require data.

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

Types of Services Funded

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 https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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