



# Riverside Meadows

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

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year

### Plumas Lake Elementary School District

2743 Plumas School Road  
Plumas Lake, CA 95961  
(530) 743-4428  
[www.plusd.org](http://www.plusd.org)

#### District Governing Board

David Villanueva

Michele Perrault

Angela Covil

Frankye Doig

Derek Bratton

#### District Administration

Dr. Jeff Roberts

**Superintendent**

Ajit Kang

**Director of Business Services**

Lori Greenwood

**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.

### 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.

## 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	135
Grade 7	133
Grade 8	152
Total Enrollment	420

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	1
Asian	5.7
Filipino	0.7
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	1
White	49.3
Two or More Races	11.9
Socioeconomically Disadvantaged	40.5
English Learners	1.2
Students with Disabilities	10
Foster Youth	1.2

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials for Riverside Meadows	17-18	18-19	19-20
With Full Credential	23	22	25
Without Full Credential	1	2	
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Plumas Lake	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

### Teacher Misassignments and Vacant Teacher Positions at Riverside Meadows

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

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: 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 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 Littell 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

#### Grades Three through Eight and Grade Eleven

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	53	55	59	59	50	50
Math	34	44	45	52	38	39

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

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

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	14.1	28.1	48.9

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

**School Year 2018-19 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	422	402	95.26	55.22
Male	217	208	95.85	48.08
Female	205	194	94.63	62.89
Black or African American	14	13	92.86	46.15
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.00	66.67
Filipino	--	--	--	--
Hispanic or Latino	121	119	98.35	53.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	203	188	92.61	55.32
Two or More Races	50	48	96.00	56.25
Socioeconomically Disadvantaged	184	178	96.74	48.88
English Learners	44	44	100.00	31.82
Students with Disabilities	40	38	95.00	5.26
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 2018-19 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	422	402	95.26	44.28
Male	217	208	95.85	45.67
Female	205	194	94.63	42.78
Black or African American	14	13	92.86	15.38
American Indian or Alaska Native	--	--	--	--
Asian	24	24	100.00	50.00
Filipino	--	--	--	--
Hispanic or Latino	121	119	98.35	39.50
Native Hawaiian or Pacific Islander	--	--	--	--
White	203	188	92.61	47.34
Two or More Races	50	48	96.00	43.75
Socioeconomically Disadvantaged	184	178	96.74	38.76
English Learners	44	44	100.00	22.73
Students with Disabilities	40	38	95.00	5.26
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 2019-20)

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, Serina Faupula. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	8.8	4.6	8.6
Expulsions Rate	0.5	0.2	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.8	2.8	5.3
Expulsions Rate	0.1	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

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

Title	Ratio
Academic Counselor*	.0

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

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

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	19	5	10		23	6	6		19	9	6	
Mathematics	6	3			25	1	10		22	3	10	
Science	22	7	7		23	6	6		18	13	4	
Social Science	21	9	5		23	7	5		20	9	6	

\* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	33	34

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,261	\$49,378
Mid-Range Teacher Salary	\$66,620	\$77,190
Highest Teacher Salary	\$91,037	\$96,607
Average Principal Salary (ES)	\$107,768	\$122,074
Average Principal Salary (MS)	\$106,499	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$162,778	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	36%
Administrative Salaries	9%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,658.30	\$1,229.16	\$7,429.14	\$57,131.00
District	N/A	N/A	\$8,440.68	\$62,094.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.7	-8.3
School Site/ State	-1.0	-30.4

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

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