

# Riverside Meadows Intermediate School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2025-26 School Contact Information

|  |   |
|--|---|
| <b>School Name</b>                       | Riverside Meadows Intermediate School                       |
| <b>Street</b>                            | 1751 Cimarron Drive   |
| <b>City, State, Zip</b>                  | Plumas Lake, CA 95961                                       |
| <b>Phone Number</b>                      | 530-743-1271  |
| <b>Principal</b>                         | Tony Perez  |
| <b>Email Address</b>                     | tperez@plUSD.org  |
| <b>School Website</b>                    | <a href="https://rsm.plUSD.org/">https://rsm.plUSD.org/</a> |
| <b>Grade Span</b>                        | 6-8   |
| <b>County-District-School (CDS) Code</b> | 0112623   |

## 2025-26 District Contact Information

|                         |  |
|-------------------------|--|
| <b>District Name</b>    | Plumas Lake Elementary School District           |
| <b>Phone Number</b>     | (530) 743-4428                                   |
| <b>Superintendent</b>   | Dr. Jeff Roberts                                 |
| <b>Email Address</b>    | jroberts@plUSD.org                               |
| <b>District Website</b> | <a href="http://www.plUSD.org">www.plUSD.org</a> |

## 2025-26 School Description and Mission Statement

The faculty, administration, and support staff provide an exemplary learning environment. Academic learning is the primary focus of the school. Still, 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 can 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, the staff, patrons, and students believe our primary purpose is to maximize our students' intellectual, social, physical, and emotional growth. We are dedicated to students, families, and the community working together to realize individual dignity and potential.

2025-26 School Description and Mission Statement

Riverside Meadows Intermediate serves over 571 students from the small community of Plumas Lake. We are currently a 6th-8th grade school. Our school runs an eight-period day where all students can access an elective course. Classroom instruction is based on state content standards that are taught, assessed, and retaught when necessary. We offer various interventions after the school day, from targeted standards-based support to general walk-in homework or tutoring help. Our teachers are dedicated to their students and always willing to assist them after school or during lunch hours to provide extra support.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Grade 6          | 184                |
| Grade 7          | 175                |
| Grade 8          | 169                |
| Total Enrollment | 528                |

2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 52.3                        |
| Male                                | 47.7                        |
| American Indian or Alaska Native    | 0.4                         |
| Asian                               | 9.8                         |
| Black or African American           | 4.7                         |
| Filipino                            | 1.7                         |
| Hispanic or Latino                  | 33.1                        |
| Native Hawaiian or Pacific Islander | 1.1                         |
| Two or More Races                   | 10.8                        |
| White                               | 38.3                        |
| English Learners                    | 4.2                         |
| Socioeconomically Disadvantaged     | 43.9                        |
| Students with Disabilities          | 10                          |

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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 19.9          | 81.43          | 62.9            | 89.29            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>   | 1             | 4.08           | 1               | 1.42             | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 3.1           | 12.98          | 5.1             | 7.35             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.1           | 0.65           | 0.1             | 0.23             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>   | 0.2           | 0.82           | 1.1             | 1.69             | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>  | 24.5          | 100            | 70.5            | 100              | 279044.8     | 100           |

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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 15.5          | 62.86          | 61              | 80.59            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 1.5             | 1.98             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 8             | 32.38          | 11              | 14.55            | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 0               | 0                | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>   | 1.1           | 4.68           | 2.1             | 2.85             | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>  | 24.8          | 100            | 75.8            | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 13.6          | 51.12          | 60.6            | 77.06            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>   | 0             | 0              | 1.5             | 1.91             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 13            | 48.84          | 16              | 20.39            | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0             | 0              | 0               | 0                | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>   | 0             | 0              | 0.5             | 0.64             | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>  | 26.7          | 100            | 78.7            | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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                                     | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.00    | 0       | 2.3     |
| <b>Misassignments</b>  | 3.10    | 8       | 10.7    |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 3.10    | 8       | 13      |

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

| Indicator   | 2021-22 | 2022-23 | 2023-24 |
|---|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0       |
| <b>Local Assignment Options</b>                               | 0.10    | 0       | 0       |
| <b>Total Out-of-Field Teachers</b>                            | 0.10    | 0       | 0       |

## Class Assignments

| Indicator  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 12.2    | 39.1    | 42.5    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 0       | 0       |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Riverside Meadows is currently compliant with all Williams Act Requirements. Text books are in good condition and students receive a copy to keep in the classroom. Every student receives a Google Chromebook to access all classroom curriculum on campus and at home as well.

Year and month in which the data were collected

January 2022

| Subject                       | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption | Percent Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|---|--|
| <b>Reading/Language Arts</b>  | Amplify ELA, 2017; Currently "Piloting" McGraw Hill/StudySync   | 0  |
| <b>Mathematics</b>            | Houghton Mifflin Harcourt; Big Ideas, (Adopted 2016)  | 0  |
| <b>Science</b>                | Houghton Mifflin Harcourt Middle School Science (Adopted 2022)  | 0  |
| <b>History-Social Science</b> | National Geographic Social Science (Adopted 2022)   | 0  |
| <b>Foreign Language</b>       | Holt Expresate; Edgenuity   | 0  |

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

## School Facility Conditions and Planned Improvements

School facility is in excellent condition. Improvements currently being made are to the general landscape around campus as well as regular building maintenance. This year we sealed and painted the school buildings, and added several new security cameras around campus to assist with campus safety.

Year and month of the most recent FIT report

07/21/2025

| System Inspected  | Rate<br>Good | Rate<br>Fair | Rate<br>Poor | Repair Needed and Action Taken or Planned |
|---|--------------|--------------|--------------|---|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X            |              |              |   |
| <b>Interior:</b><br>Interior Surfaces                               | X            |              |              |   |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X            |              |              |   |

## School Facility Conditions and Planned Improvements

|   |   |  |  |  |
|---|---|--|--|--|
| <b>Electrical</b>   | X |  |  |  |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                    | X |  |  |  |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                            | X |  |  |  |
| <b>Structural:</b><br>Structural Damage, Roofs                                | X |  |  |  |
| <b>External:</b><br>Playground/School Grounds, Windows/<br>Doors/Gates/Fences | X |  |  |  |

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject  | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 42                | 45                | 47                  | 49                  | 47               | 48               |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 33                | 28                | 36                  | 35                  | 35               | 37               |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP<br>Student Groups                   | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|--|-------------------------------|----------------------------|-----------------------------|---------------------------------|---|
| <b>All Students</b>                        | 527                           | 500                        | 94.88                       | 5.12                            | 45.00                                   |
| <b>Female</b>                              | 267                           | 249                        | 93.26                       | 6.74                            | 52.61                                   |
| <b>Male</b>                                | 260                           | 251                        | 96.54                       | 3.46                            | 37.45                                   |
| <b>American Indian or Alaska Native</b>    | --                            | --                         | --                          | --                              | --                                      |
| <b>Asian</b>                               | 56                            | 54                         | 96.43                       | 3.57                            | 44.44                                   |
| <b>Black or African American</b>           | 25                            | 24                         | 96.00                       | 4.00                            | 20.83                                   |
| <b>Filipino</b>                            | --                            | --                         | --                          | --                              | --                                      |
| <b>Hispanic or Latino</b>                  | 173                           | 165                        | 95.38                       | 4.62                            | 43.64                                   |
| <b>Native Hawaiian or Pacific Islander</b> | --                            | --                         | --                          | --                              | --                                      |
| <b>Two or More Races</b>                   | 55                            | 50                         | 90.91                       | 9.09                            | 48.00                                   |

|  |     |     |        |       |       |
|--|-----|-----|--------|-------|-------|
| <b>White</b>   | 203 | 193 | 95.07  | 4.93  | 46.63 |
| <b>English Learners</b>                              | 19  | 16  | 84.21  | 15.79 | 0.00  |
| <b>Foster Youth</b>                                  | --  | --  | --     | --    | --    |
| <b>Homeless</b>                                      | 0   | 0   | 0      | 0     | 0     |
| <b>Military</b>                                      | 27  | 27  | 100.00 | 0.00  | 55.56 |
| <b>Socioeconomically Disadvantaged</b>               | 179 | 166 | 92.74  | 7.26  | 26.51 |
| <b>Students Receiving Migrant Education Services</b> | 0   | 0   | 0      | 0     | 0     |
| <b>Students with Disabilities</b>                    | 56  | 52  | 92.86  | 7.14  | 5.77  |

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

| <b>CAASPP<br/>Student Groups</b>           | <b>CAASPP<br/>Total<br/>Enrollment</b> | <b>CAASPP<br/>Number<br/>Tested</b> | <b>CAASPP<br/>Percent<br/>Tested</b> | <b>CAASPP<br/>Percent<br/>Not Tested</b> | <b>CAASPP<br/>Percent<br/>Met or<br/>Exceeded</b> |
|--|--|-------------------------------------|--------------------------------------|--|---|
| <b>All Students</b>                        | 527                                    | 504                                 | 95.64                                | 4.36                                     | 28.03   |
| <b>Female</b>                              | 267                                    | 251                                 | 94.01                                | 5.99                                     | 25.90   |
| <b>Male</b>                                | 260                                    | 253                                 | 97.31                                | 2.69                                     | 30.16   |
| <b>American Indian or Alaska Native</b>    | --                                     | --                                  | --                                   | --                                       | --  |
| <b>Asian</b>                               | 56                                     | 54                                  | 96.43                                | 3.57                                     | 16.67   |
| <b>Black or African American</b>           | 25                                     | 24                                  | 96.00                                | 4.00                                     | 29.17   |
| <b>Filipino</b>                            | --                                     | --                                  | --                                   | --                                       | --  |
| <b>Hispanic or Latino</b>                  | 173                                    | 165                                 | 95.38                                | 4.62                                     | 21.82   |
| <b>Native Hawaiian or Pacific Islander</b> | --                                     | --                                  | --                                   | --                                       | --  |
| <b>Two or More Races</b>                   | 55                                     | 50                                  | 90.91                                | 9.09                                     | 28.00   |
| <b>White</b>                               | 203                                    | 196                                 | 96.55                                | 3.45                                     | 35.90   |
| <b>English Learners</b>                    | 19                                     | 18                                  | 94.74                                | 5.26                                     | 5.56  |
| <b>Foster Youth</b>                        | --                                     | --                                  | --                                   | --                                       | --  |
| <b>Homeless</b>                            | 0                                      | 0                                   | 0                                    | 0  | 0   |
| <b>Military</b>                            | 27                                     | 26                                  | 96.30                                | 3.70                                     | 26.92   |

|  |     |     |       |      |       |
|--|-----|-----|-------|------|-------|
| <b>Socioeconomically Disadvantaged</b>               | 179 | 167 | 93.30 | 6.70 | 15.57 |
| <b>Students Receiving Migrant Education Services</b> | 0   | 0   | 0     | 0    | 0     |
| <b>Students with Disabilities</b>                    | 56  | 52  | 92.86 | 7.14 | 7.69  |

### 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 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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 24.53             | 26.67             | 35.73               | 30.92               | 30.73            | 32.52            |

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | 168              | 165           | 98.21          | 1.79               | 26.67                   |
| Female  | 90               | 89            | 98.89          | 1.11               | 22.47                   |
| Male  | 78               | 76            | 97.44          | 2.56               | 31.58                   |
| American Indian or Alaska Native              | 0                | 0             | 0              | 0                  | 0                       |
| Asian   | 15               | 15            | 100.00         | 0.00               | 26.67                   |
| Black or African American                     | 15               | 15            | 100.00         | 0.00               | 0.00                    |
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 60               | 59            | 98.33          | 1.67               | 22.03                   |
| Native Hawaiian or Pacific Islander           | --               | --            | --             | --                 | --                      |
| Two or More Races                             | 16               | 16            | 100.00         | 0.00               | 25.00                   |
| White   | 59               | 57            | 96.61          | 3.39               | 38.60                   |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Foster Youth                                  | 0                | 0             | 0              | 0                  | 0                       |
| Homeless                                      | 0                | 0             | 0              | 0                  | 0                       |
| Military                                      | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 53               | 50            | 94.34          | 5.66               | 16.00                   |
| Students Receiving Migrant Education Services | 0                | 0             | 0              | 0                  | 0                       |
| Students with Disabilities                    | 18               | 18            | 100.00         | 0.00               | 5.56                    |

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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 7     | 95.4                          | 97.7  | 94.8   | 83.9   | 98.3                     |

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.

2025-26 Opportunities for Parental Involvement

Riverside Meadows welcomes all parents interested in volunteering in the classrooms, helping with fundraisers, and assisting with student activity days and extracurricular activities. Associated Student Body members help organize school events, and parents are encouraged to volunteer and/or attend by contacting the ASB advisor, Dr. Ashley Trezza. Riverside Meadows utilizes the school's Facebook page and ParentSquare communication application to inform parents of upcoming opportunities in which they can become involved. Riverside Meadows parents have also formed a Parent Teacher Student Organization. Parents are informed of events and volunteer opportunities through the Riverside Meadows PTSO Facebook account and ParentSquare Notices.

| 2024-25 Chronic Absenteeism by Student Group  |                       |   |                           |                          |
|---|-----------------------|---|---------------------------|--------------------------|
| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
| All Students                                  | 555                   | 548                                     | 67                        | 12.2                     |
| Female  | 283                   | 281                                     | 30                        | 10.7                     |
| Male  | 272                   | 267                                     | 37                        | 13.9                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian   | 59                    | 56                                      | 2                         | 3.6                      |
| Black or African American                     | 27                    | 26                                      | 3                         | 11.5                     |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 181                   | 178                                     | 22                        | 12.4                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 61                    | 61                                      | 9                         | 14.8                     |
| White   | 210                   | 210                                     | 29                        | 13.8                     |
| English Learners                              | 28                    | 27                                      | 1                         | 3.7                      |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | --                    | --                                      | --                        | --                       |
| Socioeconomically Disadvantaged               | 261                   | 256                                     | 44                        | 17.2                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 61                    | 59                                      | 13                        | 22.0                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions       |                   |                   |                     |                     |                     |                  |                  |                  |
|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
| 10.37             | 4.83              | 4.5               | 4.66                | 3.9                 | 4.27                | 3.6              | 3.28             | 2.94             |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions        |                   |                   |                     |                     |                     |                  |                  |                  |
|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
| 0                 | 0                 | 0                 | 0                   | 0                   | 0                   | 0.08             | 0.07             | 0.06             |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students                                  | 4.50             | 0.00            |
| Female  | 1.06             | 0.00            |
| Male  | 8.09             | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian   | 6.78             | 0.00            |
| Black or African American                     | 3.70             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 4.97             | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 6.56             | 0.00            |
| White   | 3.33             | 0.00            |
| English Learners                              | 3.57             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 0.00             | 0.00            |
| Socioeconomically Disadvantaged               | 5.36             | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 14.75            | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Riverside Meadows conducts and practices all necessary emergency drills, maintains safe facilities, and strives to provide a safe and healthy environment for all students and staff. A school safety team has been established and continues to monitor school safety. The school safety plan was reviewed and updated September of 2025. Key elements of this plan include emergency protocols for administrative offices and classrooms, identification of personnel in charge of incident command and roles of all staff in an emergency setting, contact information for local emergency response agencies, evacuation and reunification locations, and a schedule of emergency drills.

Catapult EMS is the online information system for reporting, informing, and updating district staff about emergencies and threats. Riverside Meadows also uses Catapult's anonymous reporting tool to address any danger or concern. All parents, students, and staff have been given information on accessing the tool through our school website. QR code cards have also been distributed to students and staff so they can easily access the anonymous reporting tool.

Go Guardian has also been implemented to monitor online safety and threats through Chromebook use among all students. Teachers can monitor their student's activities, and school and district administration receive Beacon alerts through GoGuardian when a threat is detected. Riverside Meadows continually monitors the school's safety and safety protocols both through surveillance technology and in person. Facilities are checked daily to help maintain a safe campus for our students.

## 2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23                 | 4                                    | 9                                     | 0                                   |
| Mathematics           | 25                 | 3                                    | 9                                     | 0                                   |
| Science               | 27                 | 2                                    | 10                                    | 0                                   |
| Social Science        | 22                 | 9                                    | 7                                     | 0                                   |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23                 | 5                                    | 10                                    |                                     |
| Mathematics           | 24                 | 3                                    | 12                                    |                                     |
| Science               | 27                 |                                      | 12                                    |                                     |
| Social Science        | 25                 | 3                                    | 10                                    |                                     |

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 23                 | 6                                    | 10                                    |                                     |
| Mathematics           | 23                 | 5                                    | 11                                    |                                     |
| Science               | 25                 | 2                                    | 12                                    |                                     |
| Social Science        | 25                 | 2                                    | 12                                    |                                     |



## 2024-25 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 | 508   |

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1                                |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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                                   | \$15,371.29                  | \$4,340.22                          | \$11,031.07                           | \$74,465               |
| District                                      | N/A                          | N/A                                 | \$9,718.90                            | \$78,524               |
| Percent Difference - School Site and District | N/A                          | N/A                                 | 12.6                                  | -5.3                   |
| State   | N/A                          | N/A                                 | \$11,146                              | \$100,089              |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -1.0                                  | -29.4                  |

## Fiscal Year 2024-25 Types of Services Funded

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

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$58,987        | \$61,516                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$86,824        | \$95,479                                     |
| <b>Highest Teacher Salary</b>                        | \$118,645       | \$125,208                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$147,589       | \$152,668                                    |
| <b>Average Principal Salary (Middle)</b>             | \$160,209       | \$156,487                                    |
| <b>Average Principal Salary (High)</b>               |                 | \$165,427                                    |
| <b>Superintendent Salary</b>                         | \$205,965       | \$242,781                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 31.42%          | 29.76%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 8.73%           | 5.74%  |

## Professional Development

Riverside Meadows Teachers participate in professional development in a variety of ways. Every Monday includes an hour of professional development for staff in three areas: Whole Staff, Academic Department, and Grade Level Teams. The fourth Monday of the month is reserved for stand alone professional development topics or individual preparation. Core Academic Departments also have specific times for professional development. Sacramento County Office of Education along with a District Math Coach hold professional development days throughout the year both in the classroom and outside. English Language Arts Instructors are attending professional development offerings on Expository Writing Curriculum also through Sacramento County Office of Education. Science, History, and Elective Departments have had release days to collaborate and develop department wide plans and pacing.

PLESD also offers teacher-led professional development opportunities in best practices, data based instruction, assessment, and technology on student-free days at the start of the school year, and twice throughout the year. The District is implementing Crisis Prevention Institute (CPI) training for staff in phases this year, these Staff Development Sessions are being held during school breaks. The site Principal budgets conferences, training, and seminar fees each year so teachers can receive training from professionals outside our school district. The school site principal may also budget content area consultants to provide training in 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.

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

| Subject  | 2023-24 | 2024-25 | 2025-26 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 35      | 34      | 36      |