

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/fq/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

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

2025-26 District Contact Information

District Name	Plumas Lake Elementary School District
Phone Number	(530) 743-4428
Superintendent	Dr. Jeff Roberts
Email Address	jroberts@plusd.org
District Website	www.plusd.org

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.9	81.43	62.9	89.29	234405.2	84
Intern Credential Holders Properly Assigned	1	4.08	1	1.42	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.1	12.98	5.1	7.35	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.65	0.1	0.23	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.82	1.1	1.69	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.5	62.86	61	80.59	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.5	1.98	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	8	32.38	11	14.55	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1.1	4.68	2.1	2.85	14303.8	5.15
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.6	51.12	60.6	77.06	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.5	1.91	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	13	48.84	16	20.39	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.5	0.64	13705.8	4.91
Total Teaching Positions	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
Permits and Waivers	0.00	0	2.3
Misassignments	3.10	8	10.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.10	8	13

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

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

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	12.2	39.1	42.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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 / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify ELA, 2017; Currently “Piloting” McGraw Hill/StudySync	0
Mathematics	Houghton Mifflin Harcourt; Big Ideas, (Adopted 2016)	0
Science	Houghton Mifflin Harcourt Middle School Science (Adopted 2022)	0
History-Social Science	National Geographic Social Science (Adopted 2022)	0
Foreign Language	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 Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements

Electrical	X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

Overall 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	45	47	49	47	48
Mathematics (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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	527	500	94.88	5.12	45.00
Female	267	249	93.26	6.74	52.61
Male	260	251	96.54	3.46	37.45
American Indian or Alaska Native	--	--	--	--	--
Asian	56	54	96.43	3.57	44.44
Black or African American	25	24	96.00	4.00	20.83
Filipino	--	--	--	--	--
Hispanic or Latino	173	165	95.38	4.62	43.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	55	50	90.91	9.09	48.00

White	203	193	95.07	4.93	46.63
English Learners	19	16	84.21	15.79	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	27	27	100.00	0.00	55.56
Socioeconomically Disadvantaged	179	166	92.74	7.26	26.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.

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

Socioeconomically Disadvantaged	179	167	93.30	6.70	15.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 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
Beginning Teacher Salary	\$58,987	\$61,516
Mid-Range Teacher Salary	\$86,824	\$95,479
Highest Teacher Salary	\$118,645	\$125,208
Average Principal Salary (Elementary)	\$147,589	\$152,668
Average Principal Salary (Middle)	\$160,209	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$205,965	\$242,781
Percent of Budget for Teacher Salaries	31.42%	29.76%
Percent of Budget for Administrative Salaries	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
Number of school days dedicated to Staff Development and Continuous Improvement	35	34	36