

Riverside Meadows

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Riverside Meadows
Street	1751 Cimarron Drive
City, State, Zip	Plumas Lake, CA 95961
Phone Number	530-743-1271
Principal	Steven Brown
Email Address	sbrown@plusd.org
School Website	https://rsm.plusd.org/
County-District-School (CDS) Code	0112623

2023-24 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

2023-24 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.

Riverside Meadows Intermediate serves over 400 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

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	151
Grade 7	160
Grade 8	138
Total Enrollment	449

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4%
Male	48.6%
American Indian or Alaska Native	0.4%
Asian	7.1%
Black or African American	6.5%
Filipino	2.2%
Hispanic or Latino	32.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	12.7%
White	37.9%
English Learners	3.6%
Foster Youth	0.4%
Socioeconomically Disadvantaged	38.3%
Students with Disabilities	13.1%

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.

2020-21 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)	18.00	78.30	63.00	90.01	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	13.04	4.00	5.71	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	1.90	8.61	2.90	4.26	18854.30	6.86
Total Teaching Positions	23.00	100.00	70.00	100.00	274759.10	100.00

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.

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)	19.90	81.43	62.90	89.29	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.08	1.00	1.42	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.10	12.98	5.10	7.35	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.65	0.10	0.23	11953.10	4.28
Unknown	0.20	0.82	1.10	1.69	15831.90	5.67
Total Teaching Positions	24.50	100.00	70.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	2.00	3.10
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	3.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.10
Total Out-of-Field Teachers	0.00	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9	12.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 not only a copy to keep at home but a copy to keep in the classroom as well.

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Amplify ELA, 2017; Edgenuity	Yes	0
Mathematics	Big Ideas Math, Houghton Mifflin Harcourt, 2015; Edgenuity	Yes	0
Science	Houghton Mifflin 2020; California Dimensions	Yes	0
History-Social Science	National Geographic 2019	Yes	0
Foreign Language	Holt Expresate; Edgenuity	No	0

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 play area asphalt, and added a new HVAC unit to the multipurpose building. A computer lab was added.

Year and month of the most recent FIT report

07/19/2023

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			
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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	45	46	52	49	47	46
Mathematics (grades 3-8 and 11)	28	32	37	40	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	468	455	97.22	2.78	46.37
Female	243	237	97.53	2.47	52.32
Male	225	218	96.89	3.11	39.91
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	63.33
Black or African American	35	35	100.00	0.00	17.14
Filipino	--	--	--	--	--
Hispanic or Latino	149	146	97.99	2.01	38.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	58	96.67	3.33	55.17
White	180	172	95.56	4.44	50.58
English Learners	17	17	100.00	0.00	5.88
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	23	23	100.00	0.00	69.57
Socioeconomically Disadvantaged	185	178	96.22	3.78	41.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	51	92.73	7.27	1.96

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	468	455	97.22	2.78	32.09
Female	243	237	97.53	2.47	31.22
Male	225	218	96.89	3.11	33.03
American Indian or Alaska Native	--	--	--	--	--
Asian	30	30	100.00	0.00	40.00
Black or African American	35	35	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	149	146	97.99	2.01	27.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	58	96.67	3.33	41.38
White	180	172	95.56	4.44	33.14
English Learners	17	17	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	23	23	100.00	0.00	43.48
Socioeconomically Disadvantaged	185	178	96.22	3.78	25.28
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	51	92.73	7.27	0.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	35.82	21.43	42.86	30.37	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	143	140	97.90	2.10	21.43
Female	74	74	100.00	0.00	20.27
Male	69	66	95.65	4.35	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	45	95.74	4.26	17.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	23.53
White	56	55	98.21	1.79	23.64
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	63	61	96.83	3.17	13.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	0.00

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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	161	160	160	161	163

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.

2023-24 Opportunities for Parental Involvement

Riverside Meadows welcomes all parents interested in volunteering in the classrooms, helping with fundraisers, and assisting with student activity days. Student Government students help organize school events, and parents are encouraged to volunteer by contacting the Student Government advisor. 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 PTSO. Parents are informed of events and volunteer opportunities through the Riverside Meadows PTSO Facebook account.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	492	483	69	14.3
Female	257	253	42	16.6
Male	235	230	27	11.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	34	34	3	8.8
Black or African American	36	36	7	19.4
Filipino	10	10	1	10.0
Hispanic or Latino	155	153	21	13.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	59	57	9	15.8
White	191	186	25	13.4
English Learners	21	19	3	15.8
Foster Youth	3	3	0	0.0
Homeless	1	0	0	0.0
Socioeconomically Disadvantaged	211	203	51	25.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	68	66	11	16.7

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.92	12.14	10.37	0.34	5.20	4.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.37	0
Female	2.33	0
Male	19.15	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.94	0
Black or African American	19.44	0
Filipino	0	0
Hispanic or Latino	10.32	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	16.95	0
White	8.9	0
English Learners	4.76	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	11.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.71	0

2023-24 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 be in place to monitor school safety.

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 reporting tool, accessible 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 with all students. Teachers can monitor their students' activity, while school and district administration receive Beacon alerts through GoGuardian when a threat has been detected.

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

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	17	13	1	2
Mathematics	18	13		2
Science	18	13		2
Social Science	20	11	1	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	3	9	
Mathematics	23	3	9	
Science	20	10	5	
Social Science	23	3	9	

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

2022-23 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	0

2022-23 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.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$10,580.58	\$7,332.96	\$3,247.62	\$70,498.00
District	N/A	N/A	\$12,248.07	\$69,993
Percent Difference - School Site and District	N/A	N/A	-116.2	0.7
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	-80.3	-22.4

Fiscal Year 2022-23 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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$50,345	\$54,046
Mid-Range Teacher Salary	\$74,104	\$84,515
Highest Teacher Salary	\$101,263	\$110,867
Average Principal Salary (Elementary)	\$130,528	\$136,841
Average Principal Salary (Middle)	\$133,052	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$175,790	\$217,473
Percent of Budget for Teacher Salaries	34.42%	32.43%
Percent of Budget for Administrative Salaries	8.4%	5.62%

Professional Development

Riverside Teachers participate in professional development on Monday each month. Each Monday, teachers have had the opportunity to meet with their department and grade level teams and attend staff meetings in which collaboration and information are shared for any issues or topics that arise throughout the year. Professional development is ongoing and structured to ensure teachers meet students' diverse needs and the school's demands. Staff also has the opportunity to participate in "Non-Student" days built into the schedule to provide training on best practices. PLUSD also offers teacher-led professional development opportunities in best practices and technology. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	35	35	35