



## VAL VERDE UNIFIED SCHOOL DISTRICT

[www.valverde.edu](http://www.valverde.edu)

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The statistical information disclosed in this report is obtained from the California Department of Education and the Val Verde Unified School District. At the time of publishing, this report met all SARC-related state and federal requirements, using the most current data available. Instructional materials and school facilities information were acquired in September 2015.

# TOMÁS RIVERA MIDDLE SCHOOL

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## AN ANNUAL REPORT TO THE COMMUNITY

2014-15 SCHOOL ACTIVITY PUBLISHED IN DECEMBER 2015

### A MESSAGE FROM THE PRINCIPAL



Dear Tomas Rivera Families,

It is my pleasure to welcome you and your child to the 2015-2016 school year! I am honored to be a part of a learning community that is committed to establishing a school culture which recognizes no limitations in the achievement and success of each student. With your support I'm confident that our students will continue to excel in their academic and social endeavors.

We will continue with our motto Be Respectful, Be Responsible, Be Safe. We are excited as Tomas Rivera Roadrunners to show our character through our motto!

Our mission at Tomas Rivera is to focus on student learning. The staff is dedicated, collaboratively, in achieving student learning by answering these four critical questions:

1. What are students learning?
2. How do we know they learned it?
3. What do we do if they didn't learn it?
4. What do we do if they did learn it?

This will ensure that all students can achieve academic success at Tomas Rivera Middle School.

Working together we can support student learning and celebrate student achievements! Tomas Rivera is very fortunate to have a staff of dedicated and committed teachers.

We thank you for your continued support and cooperation regarding your child's/children's education. I look forward to seeing you at school functions, meetings, and activities.

Sincerely,

Esteban Lizarraga  
Principal

### MISSION STATEMENT

Tomás Rivera Middle School will lead students toward learning globalized 21st century skills. Guided by the district standards, using technology, and providing timely and targeted intervention/enrichment, we will foster academic growth for every student. We will promote and encourage an atmosphere of respect, responsibility, and safety that will support the social, emotional, and physical health of all.

### VISION STATEMENT

Working collaboratively with our community we are committed to establishing a school culture which understands no limits to the achievement and success of each student.

### SCHOOL MOTTO

Be Respectful, Be Responsible, Be Safe!

### DISTRICT & SCHOOL PROFILE

Val Verde Unified School District is located in the heart of the Inland Empire, approximately 72 miles east of Los Angeles. Neighboring the district and its communities are March Air Force Base and the Lake Perris recreational area. During the 2014-15 school year, the district's schools served more than 19,800 students residing in the rural and suburban communities of Perris, Moreno Valley, and portions of unincorporated Riverside County. The district currently operates a preschool, 12 elementary schools, 4 middle schools, 2 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2014-15 school year, Tomás Rivera Middle School served 1,025 students in grades 6-8. Student enrollment included 11.3% receiving special education services, 26.4% qualifying for English learner support, and 81.1% qualifying for free or reduced-price meals. Sixth grade students who need extra assistance in language arts and math are placed in an additional period of language arts or math. All students are engaged in thirty-minute Advisory Period daily; instructional time focuses on enrichment and intervention support.

#### Percentage of Students by Ethnicity/Grade Level 2014-15

| Ethnic Group                      | %     | Grade Level  | #     |
|-----------------------------------|-------|--------------|-------|
| African American                  | 4.1%  | Kindergarten | 0     |
| American Indian or Alaskan Native | 0.2%  | Grade 1      | 0     |
| Asian                             | 0.2%  | Grade 2      | 0     |
| Filipino                          | 0.3%  | Grade 3      | 0     |
| Hawaiian or Pacific Islander      | 0.1%  | Grade 4      | 0     |
| Hispanic or Latino                | 90.0% | Grade 5      | 0     |
| White (not Hispanic)              | 4.1%  | Grade 6      | 348   |
| Two or More Races                 | 1.0%  | Grade 7      | 333   |
| Socioeconomically Disadvantaged   | 91.1% | Grade 8      | 344   |
| English Learners                  | 26.4% |              |       |
| Students with Disabilities        | 11.3% |              |       |
| Migrant Education                 | 0.0%  | Total        |       |
| Foster Youth                      | 0.6%  | Enrollment   | 1,025 |

## LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning/State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.

Parental Involvement/State Priority 3: Covered in Parent Involvement.

Pupil Achievement/State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts.

School Climate/State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Other Pupil Outcomes/State Priority 8: Covered in the Physical Fitness, including the Physical Fitness Test chart.

## PARENT INVOLVEMENT

Parent involvement is a vital component to school and student success. Tomás Rivera Middle School offers a broad range of opportunities for parents to support the school and their child's academic efforts. Parents seeking more information or who are interested in participating in any of the activities listed below may contact the principal's secretary at (951) 940-8570.

Volunteer to Help:

- In the classroom, library, and office
- Chaperone field trips

Join Leadership Groups:

- African American Student Success Committee
- School Site Council
- Parent Advisory Committee
- English Learner Advisory Council
- Parent Teacher Organization

Attend Special Events & Workshops:

- AVID Parent Seminar
- Back to School Night
- Coffee with the Principal
- GATE Parent Seminar
- Open House
- Parent Conferences
- Family Literacy Night
- English as a Second Language Classes
- Math Literacy Night
- Parenting Classes
- Community Festival
- Parent Information Night

School-to-home communication is provided in both English and Spanish. A school newsletter is published four times throughout the school year and features general information on school policy changes, special events, announcements, and many articles on how parents can help their child succeed in school. Some teachers distribute AVID and GATE newsletters to keep parents apprised of classroom activities and curriculum news. Parent Link, an automated telephone message system, is used to

quickly forward personalized messages from school staff to each student's home. Flyers, letters, the Val Verde App, and the school's website are utilized as needed for special school and district announcements. The school marquee displays current school news and important dates. In some instances, school information and announcements are displayed at the Mead Valley Community Center. Tomás Rivera Middle created a Parent Resource Center equipped with Chromebooks available for parent internet use.

## STUDENT ACHIEVEMENT

### ADEQUATE YEARLY PROGRESS

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website [www.cde.ca.gov/nclb/](http://www.cde.ca.gov/nclb/) and the U.S. Department of Education's website [www.ed.gov/nclb/accountability/](http://www.ed.gov/nclb/accountability/).

### DISTRICT BENCHMARK ASSESSMENTS

Val Verde Unified School District uses a variety of tools to evaluate and analyze student learning. District benchmark assessments supplement multiple measures of assessment to identify students' mastery of subject matter and skill levels. District benchmark assessments are being aligned with the California Common Core State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2014-15 school year, all students in grades 1-5 were tested three times throughout the school year to identify subject area mastery and specific gaps in the learning process. Students in grades 7-12 were evaluated quarterly throughout the year to determine course grades and levels of content mastery.

Multiple measures of assessment are used to identify student progress, understanding of state content standards, and mastery of subject area matter/concepts. These measures include: state standardized tests; benchmark assessments; classroom observations; teacher-created assessments; DIBELS; DRA; and 95% screeners for phonics/fluency. Collectively, the benchmark assessments and multiple measures aid teachers in 1) identifying areas where instruction may or may not be effective, 2) guiding classroom instruction practices and strategies, and 3) identifying students who need targeted academic assistance or intervention. Teachers and administrators are able to pinpoint any deficiencies or gaps in the learning process, identifying very specific skill sets and subject area content that needs to be retaught, reinforced, or revised to ensure every student obtains a solid foundation for future success in learning.

### CALIFORNIA STANDARDS TEST

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/sr/cstsciref.asp](http://www.cde.ca.gov/ta/tg/sr/cstsciref.asp).

### PHYSICAL FITNESS

In the spring of each year, Tomás Rivera Middle School is required by the state to administer a physical fitness test to all students in the seventh grade. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's website [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

### Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15

Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?

| AYP Criteria        | Tomás Rivera | VVUSD |
|---------------------|--------------|-------|
| Overall Performance | Yes          | Yes   |
| Participation Rate  |              |       |
| Language Arts       | Yes          | Yes   |
| Mathematics         | Yes          | Yes   |
| Percent Proficient  |              |       |
| Language Arts       | N/A          | N/A   |
| Mathematics         | N/A          | N/A   |
| Graduation Rate     | N/A          | Yes   |
| Attendance Rates    | Yes          | Yes   |

### AYP Performance Level

|                             |       |       |
|-----------------------------|-------|-------|
| Number of AYP Criteria      |       |       |
| Met Out of the Total        | 11/11 | 22/22 |
| Number of Criteria Possible |       |       |

### Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15

|                 | Number of Standards Met: |        |        |
|-----------------|--------------------------|--------|--------|
|                 | 4 of 6                   | 5 of 6 | 6 of 6 |
| Grade(s) Tested |                          |        |        |
| Seventh         | 58.1%                    | 35.4%  | 18.6%  |

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

**California Standards Test (CST)**

**All Students**

**Percentage of Students Scoring at Proficient and Advanced Levels**

|         | Tomás Rivera |       |       | VVUSD |       |       | CA    |       |       |
|---------|--------------|-------|-------|-------|-------|-------|-------|-------|-------|
|         | 12-13        | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 73           | 78    | 61    | 57    | 56    | 48    | 59    | 60    | 56    |

**CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS**

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the California Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website [www.cde.ca.gov/ta/tg/ca/](http://www.cde.ca.gov/ta/tg/ca/).

**California Standards Test (CST) Results by Student Subgroup  
2014-15**

|                            | Percentage of Students Scoring at Proficient and Advanced Levels |
|----------------------------|--|
| VVUSD                      | 48   |
| Tomás Rivera               | 61   |
| Male                       | 65   |
| Female                     | 58   |
| Hispanic or Latino         | 58   |
| White (not Hispanic)       | 86   |
| Economically Disadvantaged | 13   |
| English Learners           | 30   |
| Students with Disabilities | 61   |

*Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. Scores are not shown 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.*

**CAASPP Assessment Results Disaggregated by Student Groups  
2014-15**

|                                   | English Language Arts/Literacy |               |                |                   |       |       |      | Mathematics      |               |                |                   |       |       |       |
|-----------------------------------|--------------------------------|---------------|----------------|-------------------|-------|-------|------|------------------|---------------|----------------|-------------------|-------|-------|-------|
|                                   |                                |               |                | Achievement Level |       |       |      |                  |               |                | Achievement Level |       |       |       |
|                                   | Total Enrollment               | Number Tested | Percent Tested | 1                 | 2     | 3     | 4    | Total Enrollment | Number Tested | Percent Tested | 1                 | 2     | 3     | 4     |
| <b>Grade 6</b>                    |                                |               |                |                   |       |       |      |                  |               |                |                   |       |       |       |
| All Students Tested               | 348                            | 340           | 97.7%          | 41.0%             | 31.0% | 22.0% | 5.0% | 348              | 345           | 99.1%          | 39.0%             | 36.0% | 17.0% | 8.0%  |
| Male                              | 348                            | 165           | 47.4%          | 47.0%             | 32.0% | 16.0% | 3.0% | 348              | 168           | 48.3%          | 43.0%             | 40.0% | 13.0% | 5.0%  |
| Female                            | 348                            | 175           | 50.3%          | 35.0%             | 30.0% | 27.0% | 7.0% | 348              | 177           | 5.9%           | 36.0%             | 32.0% | 21.0% | 11.0% |
| African American                  | 348                            | 12            | 3.4%           | 33.0%             | 58.0% | 8.0%  | 0.0% | 348              | 12            | 3.4%           | 50.0%             | 50.0% | 0.0%  | 0.0%  |
| Filipino                          | 348                            | 1             | 0.3%           | *                 | *     | *     | *    | 348              | 1             | 0.3%           | *                 | *     | *     | *     |
| Hispanic or Latino                | 348                            | 311           | 89.4%          | 40.0%             | 31.0% | 23.0% | 5.0% | 348              | 315           | 90.5%          | 38.0%             | 36.0% | 18.0% | 8.0%  |
| Hawaiian or Pacific Islander      | 348                            | 1             | 30.0%          | *                 | *     | *     | *    | 348              | 1             | 30.0%          | *                 | *     | *     | *     |
| White (not Hispanic)              | 348                            | 11            | 3.2%           | 73.0%             | 9.0%  | 18.0% | 0.0% | 348              | 11            | 3.2%           | 73.0%             | 18.0% | 0.0%  | 9.0%  |
| Two or More Races                 | 348                            | 2             | 0.6%           | *                 | *     | *     | *    | 348              | 2             | 0.6%           | *                 | *     | *     | *     |
| Socioeconomically Disadvantaged   | 348                            | 317           | 91.1%          | 42.0%             | 31.0% | 21.0% | 5.0% | 348              | 321           | 92.2%          | 41.0%             | 36.0% | 16.0% | 7.0%  |
| English Learners                  | 348                            | 86            | 24.7%          | 80.0%             | 16.0% | 1.0%  | 0.0% | 348              | 89            | 25.6%          | 74.0%             | 19.0% | 7.0%  | 0.0%  |
| Students with Disabilities        | 348                            | 39            | 11.2%          | 87.0%             | 10.0% | 0.0%  | 0.0% | 348              | 39            | 11.2%          | 87.0%             | 10.0% | 0.0%  | 0.0%  |
| <b>Grade 7</b>                    |                                |               |                |                   |       |       |      |                  |               |                |                   |       |       |       |
| All Students Tested               | 340                            | 330           | 97.1%          | 43.0%             | 30.0% | 23.0% | 3.0% | 340              | 334           | 98.2%          | 45.0%             | 32.0% | 16.0% | 6.0%  |
| Male                              | 340                            | 163           | 47.9%          | 53.0%             | 25.0% | 20.0% | 2.0% | 340              | 164           | 48.2%          | 49.0%             | 30.0% | 15.0% | 5.0%  |
| Female                            | 340                            | 167           | 49.1%          | 34.0%             | 35.0% | 26.0% | 4.0% | 340              | 170           | 50.0%          | 41.0%             | 34.0% | 17.0% | 7.0%  |
| African American                  | 340                            | 17            | 5.0%           | 59.0%             | 18.0% | 18.0% | 6.0% | 340              | 17            | 5.0%           | 59.0%             | 35.0% | 6.0%  | 0.0%  |
| Hispanic or Latino                | 340                            | 296           | 87.1%          | 43.0%             | 31.0% | 23.0% | 3.0% | 340              | 300           | 88.2%          | 45.0%             | 33.0% | 17.0% | 6.0%  |
| White (not Hispanic)              | 340                            | 13            | 3.8%           | 46.0%             | 31.0% | 15.0% | 8.0% | 340              | 13            | 3.8%           | 38.0%             | 23.0% | 15.0% | 23.0% |
| Two or More Races                 | 340                            | 4             | 1.2%           | *                 | *     | *     | *    | 340              | 4             | 1.2%           | *                 | *     | *     | *     |
| Socioeconomically Disadvantaged   | 340                            | 317           | 93.2%          | 44.0%             | 31.0% | 22.0% | 3.0% | 340              | 321           | 94.4%          | 46.0%             | 31.0% | 16.0% | 6.0%  |
| English Learners                  | 340                            | 78            | 22.9%          | 81.0%             | 14.0% | 4.0%  | 0.0% | 340              | 80            | 23.5%          | 73.0%             | 24.0% | 4.0%  | 0.0%  |
| Students with Disabilities        | 340                            | 36            | 10.6%          | 94.0%             | 6.0%  | 0.0%  | 0.0% | 340              | 36            | 10.6%          | 92.0%             | 6.0%  | 3.0%  | 0.0%  |
| <b>Grade 8</b>                    |                                |               |                |                   |       |       |      |                  |               |                |                   |       |       |       |
| All Students Tested               | 346                            | 335           | 96.8%          | 34.0%             | 35.0% | 27.0% | 4.0% | 346              | 338           | 97.7%          | 51.0%             | 28.0% | 12.0% | 9.0%  |
| Male                              | 346                            | 162           | 46.8%          | 43.0%             | 35.0% | 19.0% | 4.0% | 346              | 164           | 47.4%          | 54.0%             | 29.0% | 10.0% | 7.0%  |
| Female                            | 346                            | 173           | 50.0%          | 26.0%             | 35.0% | 34.0% | 5.0% | 346              | 174           | 50.3%          | 48.0%             | 26.0% | 15.0% | 11.0% |
| African American                  | 346                            | 9             | 2.6%           | *                 | *     | *     | *    | 346              | 9             | 2.6%           | *                 | *     | *     | *     |
| American Indian or Alaskan Native | 346                            | 2             | 0.6%           | *                 | *     | *     | *    | 346              | 2             | 0.6%           | *                 | *     | *     | *     |
| Asian                             | 346                            | 1             | 0.3%           | *                 | *     | *     | *    | 346              | 1             | 0.3%           | *                 | *     | *     | *     |
| Filipino                          | 346                            | 2             | 0.6%           | *                 | *     | *     | *    | 346              | 2             | 0.6%           | *                 | *     | *     | *     |
| Hispanic or Latino                | 346                            | 300           | 86.7%          | 36.0%             | 33.0% | 27.0% | 4.0% | 346              | 303           | 87.6%          | 52.0%             | 27.0% | 12.0% | 8.0%  |
| White (not Hispanic)              | 346                            | 17            | 4.9%           | 24.0%             | 41.0% | 35.0% | 0.0% | 346              | 17            | 4.9%           | 35.0%             | 35.0% | 12.0% | 18.0% |
| Two or More Races                 | 346                            | 2             | 0.6%           | *                 | *     | *     | *    | 346              | 2             | 0.6%           | *                 | *     | *     | *     |
| Socioeconomically Disadvantaged   | 346                            | 313           | 90.5%          | 34.0%             | 35.0% | 27.0% | 4.0% | 346              | 316           | 91.3%          | 51.0%             | 28.0% | 12.0% | 9.0%  |
| English Learners                  | 346                            | 94            | 27.2%          | 68.0%             | 27.0% | 4.0%  | 1.0% | 346              | 97            | 28.0%          | 75.0%             | 15.0% | 6.0%  | 3.0%  |
| Students with Disabilities        | 346                            | 36            | 10.4%          | 81.0%             | 19.0% | 0.0%  | 0.0% | 346              | 36            | 10.4%          | 85.0%             | 8.0%  | 6.0%  | 0.0%  |

*Note: The number of students tested includes students that did not receive a score; 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 students with scores. Level 1 = Standard not met; Level 2 = Standard nearly met; Level 3 = Standard met; Level 4 = Standard exceeded*

## California Assessment of Student Performance and Progress

### All Students

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

2014-15

|                                | Tomás Rivera | VVUSD | CA |
|--------------------------------|--------------|-------|----|
| English-Language Arts/Literacy | 28           | 38    | 44 |
| Mathematics                    | 23           | 23    | 33 |

*Note: Students in grades 3-8 and 11 are given this test. 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.*

### **No Child Left Behind (NCLB)**

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Tomás Rivera Middle School received Title I Schoolwide funds and is therefore required to comply with program mandates. Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

- Repainting of the entire campus
- New blacktop throughout campus
- Addition of a shade structure in the lunch area
- Upgrades to library
- Upgrades to fire alarm and PA system

#### Campus Description

|                              |                 |
|------------------------------|-----------------|
| Year Built                   | 1993            |
| Acreeage                     | 15.5            |
| Bldg. Square Footage         | 59493           |
|                              | <b>Quantity</b> |
| # of Permanent Classrooms    | 40              |
| # of Portable Classrooms     | 16              |
| # of Restrooms (student use) | 6 sets          |
| Computer Lab                 | 1               |
| AVID Tutor Room              | 1               |
| Library                      | 1               |
| Multipurpose Room            | 1               |
| Band/Choir Room(s)           | 2               |
| Staff Lounge                 | 1               |
| Teacher Work Room            | 1               |
| Parent Resource Center       | 1               |

#### Title I PI Status

2015-16

|                                 | Tomás Rivera | VVUSD   |
|---------------------------------|--------------|---------|
| PI Status                       | In PI        | In PI   |
| First Year of PI Implementation | 2012-13      | 2012-13 |
| Year in PI                      | Year 2       | Year 2  |
| # Schools Currently In PI       | N/A          | 12      |
| % Schools Currently In PI       | N/A          | 57%     |

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

## SCHOOL FACILITIES & SAFETY

### FACILITIES PROFILE

Tomás Rivera Middle School provides a safe, clean environment for learning through proper facilities maintenance and campus supervision. Original school buildings were constructed in 1993 with expansions in 1998 and 2004; ongoing maintenance ensures school facilities are kept safe and in good working condition and continue to provide adequate space for students and staff. School administration and custodial staff diligently inspect classrooms to evaluate current conditions and identify deficiencies that require attention.

2014-15 Campus Improvement Projects:

- Installation of security doors in front office
- Addition of new portables

facilities on a continual basis to identify and resolve concerns in a proactive and timely manner. The most recent facilities inspection at Tomás Rivera Middle School took place on July 22, 2015. Schools are required by state law to report the condition of their facilities; the School Facility Good Repair Status table illustrated in this report identifies the state-required inspection areas and discloses the operational status in each of those areas. During the 2014-15 school year, 100% of student restrooms were fully operational and available for student use at all times.

### SUPERVISION AND SAFETY

As a component of the school's secure campus policy, school facilities are fully enclosed with a perimeter fence system. Only students are allowed to travel in and out of entrance gates; parents and guardians must enter the campus through the school's main office.

Each morning as students arrive on campus, 12 teachers and two campus security assistants, the assistant principal, and principal are strategically stationed at the student drop-off area, bus area, and main entrances to monitor activities and behavior. During lunch period, school administrators, counselor, custodian, and campus security assistants are responsible for monitoring student behavior and activities in the cafeteria and common outside gathering areas. When students are dismissed at the end of the day, administrators, teachers, and campus security assistants are stationed in the student pick-up area, bus loading area, and main exits to ensure students leave in a safe and orderly manner.

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival and present valid picture identification, obtain and wear a visitor's badge, and then return to the school office upon departure.

### SCHOOL SITE SAFETY PLAN

The Comprehensive School Site Safety Plan was developed for Tomás Rivera Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. The Val Verde Unified School District partners with Hour-Zero for school emergency response planning,

### SCHOOL INSPECTIONS

Tomás Rivera Middle School and the Val Verde Unified School District's Maintenance and Operations Department (M&O) work together to ensure student safety and uphold high cleaning standards. M&O supervisors and school administration inspect

#### School Facility Good Repair Status

| Item Inspected                    | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|-----------------------------------|---------------|------|------|--|
|                                   | Good          | Fair | Poor |  |
| Inspection Date:<br>July 22, 2015 |               |      |      |  |
| Systems                           | ✓             |      |      |  |
| Interior Surfaces                 |               | ✓    |      | Nurse - Light panel diffuser missing at entry; Room 703, 603, 811, 408, MPR, P-Room 901, 903 & 200 Work Room - Water stained ceiling tiles; MPR - Rubber molding is missing near kitchen; Room 806 - Ceiling tiles are missing; P-Room 904 - Wallpaper is torn, ceiling tiles has hole, molding is missing; P-Room 903, Room 404 & 407 - Wallpaper is torn; Room 404 - Blinds are broken (needed for lockdown procedure) |
| Cleanliness                       | ✓             |      |      |  |
| Electrical                        |               |      | ✓    | P-Room 902 - Light diffuser is cracked   |
| Restrooms/Fountains               | ✓             |      |      |  |
| Safety                            | ✓             |      |      | Girls Locker Room & Boys Locker Room - Fire extinguisher cabinet is missing cover  |
| Structural                        | ✓             |      |      | P-Room 904 - Dry rot on interior base of main beam   |
| External                          | ✓             |      |      | Boys Restroom - Door handle loose, broken  |

#### Overall Summary of School Facility Good Repair Status

|                 | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| Overall Summary |           | ✓    |      |      |

#### Percentage Description Rating:

*Good: The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.*

management, consulting, and training. Hour-Zero specialists support district and school staff with the ongoing development of a comprehensive emergency preparedness program to address critical components of emergency response planning and compliance with federal and state requirements.

Components of Tomás Rivera Middle School's safety plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, dress code policy, and bully prevention policy. The school's current safety plan will be reviewed and updated in spring 2015, and reviewed with school staff in the fall of 2015.

### MAINTENANCE & REPAIRS

School custodial staff and the district's maintenance department work together to ensure playing fields, classrooms, and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) continues to employ an electronic work order process to facilitate and improve services to Tomás Rivera Middle School. Teachers and school staff communicate unscheduled maintenance needs, urgent repairs, or special projects to the principal's secretary who prepares and submits work orders to M&O for resolution. Emergency situations are immediately resolved either by the school custodian or district maintenance staff.

### DAILY CLEANING PRACTICES

One full-time day custodian, one mid-day full-time custodian, one full-time evening custodian, one part-time evening custodian, and a groundskeeper are assigned to Tomás Rivera Middle School and work closely with administrators for routine maintenance, daily custodial duties, and special events. The principal, assistant principal, and the custodian communicate daily to discuss campus cleaning needs and safety concerns, and meet monthly to perform a schoolwide inspection of facilities. Every morning before school begins, the custodian inspects the facilities for safety hazards, graffiti, and other conditions that require immediate attention or removal prior to students and staff entering school grounds. Custodians, administrators, and campus security assistants check restrooms every ten minutes as a proactive measure to keep restrooms fully stocked, safe, and sanitary.

Custodians are responsible for cleaning campus grounds, classrooms, restrooms, and common areas to ensure facilities remain in good working condition, clean, and safe for students, staff, and visitors. The custodians are required to inspect restrooms a minimum of two times a day and subsequently document restroom inspections in their daily inspection log. All custodians follow approved district standards and procedures for routine custodial functions and campus maintenance. The groundskeeper is responsible for general gardening and maintenance work such as trash and debris removal, landscaping care, irrigation system maintenance, and playing field maintenance.

Each custodian is provided one week of intensive training upon employment. Thereafter, training is coordinated by district maintenance supervisors and custodial staff meetings are held twice annually. Training activities in use of equipment and safety procedures are led by district risk management representatives, vendors, and department supervisors. The district's Operations Supervisor visits Tomás Rivera Middle School monthly to review custodial performance, discuss campus maintenance needs with the principal, evaluate conditions of the school facility, and follow up on outstanding work order requests.

## CLASSROOM ENVIRONMENT

### DISCIPLINE & CLIMATE FOR LEARNING

Tomás Rivera Middle School's discipline plan follows the philosophies of high expectations coupled with building relationships with students. Discipline practices and behavior management plans are in alignment with state education codes and district policies. Teachers are experienced in developing innovative strategies to effectively manage classroom behavior and minimize discipline issues. As part of their daily interactions with students, teachers are tooled with the knowledge and skills to build classroom rapport and teamwork to create a safe, trusting learning environment, develop students' empathy for diverse cultures/backgrounds, and help students take responsibility for their actions.

Schoolwide expectations are posted in every classroom. At the beginning of the school year, schoolwide expectations, district policies, and academic expectations are outlined in the student handbook and academic organizer, and reinforced at grade level assemblies. In morning announcements, the principal reminds students to conduct themselves in a safe and respectful manner. Teachers and school staff share in reinforcing good behavior with verbal praise, weekly identifying and recognizing positive behavior of those students demonstrating good citizenship, helpfulness, or kindness and as part of the morning announcements.

Progressive disciplinary measures begin in the classroom when students are disruptive or demonstrating poor citizenship. When students continue having difficulty following the schoolwide expectations, teachers refer students to the assistant principal. Consequences and disciplinary action are based upon the student's past behavioral trend and severity of infraction. Behavior contracts are prepared in some cases for students who need a structured approach to improving behavior, attendance, or academic performance. Discipline measures are consistently applied in a fair and firm manner. Students may be assigned to Saturday school or after-school detention as a minor form of disciplinary action. A Passport system has been implemented to keep track of tardies, dress code, restroom use during class, and health visits. Once their passport reaches a high number of occurrences detention will be issued.

The OLWEUS Bully Prevention Program as well as the Positive Behavior Support System (PBIS) was implemented in the beginning of January 2014. The OLWEUS bully prevention program is a preventative program which requires active participation from all members of our school community. It is designed for all students and is preventative and responsive to any and all acts of bullying. The Positive Behavior Support System will be integrated with OLWEUS bully prevention program. Through the Positive Behavior Support System, our school community will provide intentional structures for student success through positive behavior expectations.

When students enter their classrooms, they are greeted with a handshake by their teacher. As students settle into their class each morning, the principal addresses students through the video system to praise students for their efforts in making good choices as well as introduce a positive character trait for students to consider. The counselor contributes to morning announcements with a positive, thought-provoking quote (Project Wisdom) encouraging students to make good choices. Annually each year, a video presentation on appropriate behavior and the importance of developing good character is shared with students.

Responsible students may participate in Tomás Rivera Middle School's Peer Mediation program to serve as a confidential resource to their classmates. The school counselor meets with participating students periodically before school to provide guidance and training. Peer mediators are equipped with the tools to assist their peers with minor social issues and identify situations that require adult intervention.

| Suspensions and Expulsions |              |       |       |       |       |       |         |         |         |
|----------------------------|--------------|-------|-------|-------|-------|-------|---------|---------|---------|
|                            | Tomás Rivera |       |       | VWUSD |       |       | CA      |         |         |
|                            | 12-13        | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13   | 13-14   | 14-15   |
| Suspensions (#)            | 147          | 130   | 107   | 1,787 | 1,514 | 1,251 | 329,370 | 279,383 | 243,603 |
| Expulsions (#)             | 0            | 0     | 3     | 1     | 0     | 22    | 8,266   | 6,611   | 5,692   |

*This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.*

### STUDENT RECOGNITION

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Students exhibiting good behavior are given "Beep Beep Bucks", which they can spend in the student store. Once a month, two eighth grade students are selected to receive the Superintendent's Award for their outstanding efforts in academics and citizenship. Each week teachers pick two students to be recognized as positive students. Student of the Month recipients receive a plaque and recognized during a morning announcement. Every six weeks, awards assemblies are held to recognize students for their performance in academics, citizenship, and attendance, which includes honor roll. Every four weeks a Roadrunner Day is held to recognize students with good behavior and academic achievement with a school carnival. Student passports are given to all students and when they follow the schoolwide expectations, they can receive a passport party.

At the end of the year, Tomás Rivera Middle School sponsors the Regal Awards and Characterizing Community Courage awards. Each teacher selects two who students have demonstrated exemplary academic accomplishments and outstanding citizenship to receive Regal Award medallions. The principal selects and presents the Characterizing Community & Courage Plaque to one student from each grade for their outstanding contributions in creating a caring school environment.

### EXTRACURRICULAR ACTIVITIES

Structured activities outside the core curriculum promote positive attitudes, self-esteem, and mental fitness. Tomás Rivera Middle School provides a wide variety of opportunities for students to explore their interests and talents. Electives and extracurricular activities include:

- Advisory Period
- ASB
- Athletic Clubs
- AVID
- Band
- Boys & Girls Basketball
- Boys & Girls Soccer
- Cheerleading
- Choir
- Cross Country
- Flag Football
- GATE Enrichment
- Girls Volleyball
- Grade Level Field Trips
- Leadership Group
- School Clubs
- Student Council
- Tall Flags
- Think Together
- Yearbook

### CLASS SIZE & TEACHING LOAD

The Teaching Load table in this report illustrates the distribution of class sizes in each core subject area, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

| Teaching Load Distribution<br>Departmentalized Instruction |                    |                    |       |     |
|--|--------------------|--------------------|-------|-----|
| 2012-13  |                    |                    |       |     |
| Subject  | Average Class Size | Number of Classes* |       |     |
|  |                    | 1-20               | 21-32 | 33+ |
| English  | 27                 | 9                  | 13    | 15  |
| Mathematics  | 28                 | 4                  | 9     | 11  |
| Science  | 31                 | 2                  | 11    | 9   |
| History  | 29                 | 3                  | 9     | 11  |
| 2013-14  |                    |                    |       |     |
| English  | 27.0               | 8                  | 12    | 14  |
| Mathematics  | 29.0               | 4                  | 6     | 14  |
| Science  | 31.0               | 2                  | 8     | 12  |
| History  | 30.0               | 3                  | 8     | 12  |
| 2014-15  |                    |                    |       |     |
| English  | 29.0               | 8                  | 5     | 18  |
| Mathematics  | 29.0               | 4                  | 8     | 12  |
| Science  | 30.0               | 2                  | 11    | 9   |
| History  | 29.0               | 3                  | 10    | 10  |

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary level, this information is reported by subject area rather than grade level.

## CURRICULUM & INSTRUCTION

### STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California Common Core State Standards. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California Common Core State Standards, district benchmark assessment results, and state standardized test results.

| Staff Development Days<br>Three-Year Trend |         |         |
|--|---------|---------|
| 2012-13                                    | 2013-14 | 2014-15 |
| 0  | 0       | 2       |

During the 2014-15 school year, Tomás Rivera Middle School held staff development training focused on:

- Analyzing the Standards
- Common Core State Standards
- Identifying Learning Objectives and Writing Common Formative Assessments
- How to Help Students Who Are Struggling

- The Eight Mathematical Practices
- Positive Behavior Intervention Support (PBIS)
- Professional Learning Communities (PLC)
- Response to Intervention (RTI)

The district offers supplemental support year-round for new and ongoing programs related to either specific strategies to improve student learning or district-adopted materials. Supplemental training sessions offered during the 2014-15 school year included:

- Smarter Balance Updates and Digital Library
- Gooru
- Change Agents
- 21st Century Learning
- ELD Standards Overviews and Shifts
- Common Core State Standards (Instruction & Assessment)
- Units of Study

Val Verde Unified School District welcomes new teachers and provides intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers in developing their teaching skills. Beginning Teacher Support and Assessment (BTSA), a state-sponsored program, is designed for first- and second-year credentialed teachers and provides skills assistance over a two-year period. The Peer Assistance and Review program is designed to improve the education of students and increase the classroom performance of teachers, targeting both new and veteran teachers.

Staff members are encouraged to attend professional workshops and conferences. New teachers, experienced teachers, mentor/teacher leaders, administrators, and support staff are encouraged to participate in workshops sponsored by the district and Riverside County Office of Education. Professional and subject-specific offerings are consistent with the California Common Core State Standards.

Special education staff, resource specialist staff, bilingual aides, and instructional aides receive customized training to support the district's educational programs and develop strategies to increase effectiveness in teaching practices. Classified support staff receive job-related training from department supervisors and district representatives; training activities and workshops are

designed to enhance and extend job performance. Long-term substitute teachers may be encouraged to participate in site-sponsored activities to enhance their understanding of Val Verde Unified School District's curriculum and classroom management practices.

### INSTRUCTIONAL MATERIALS

All textbooks used in the core curriculum throughout Val Verde Unified School District are aligned to the California Common Core State Standards. Instructional materials for grades K-8 are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On September 1, 2015, the Val Verde Unified School District's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution #15-16-08 which certifies as required by Education Code §60119 1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a standards-aligned textbook or instructional materials, or both, to use in class and to take home, 2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and are consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, including the English language development component of an adopted program, 3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and 4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive. Within a six-week period prior to adoption, parents may preview recommended instructional materials at the district office or the school's office.

| Textbooks             |                                  |   |  |       |
|-----------------------|----------------------------------|---|--|-------|
| Year Adopted          | From Most Recent State Adoption? | Publisher and Series  | Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials | Grade |
| English Language Arts |                                  |   |  |       |
| 2009                  | Yes                              | Hampton Brown: <i>Inside</i>                                | 0%   | 6-8   |
| 2002                  | Yes                              | McDougal Littell: <i>The Language of Literature</i>         | 0%   | 6-8   |
| Mathematics           |                                  |   |  |       |
| 2014                  | Yes                              | Houghton Mifflin Harcourt: <i>Go! Math</i>                  | 0%   | 6-8   |
| 2015                  | Yes                              | Houghton Mifflin Harcourt: <i>Algebra I</i>                 | 0%   | 6-8   |
| Science               |                                  |   |  |       |
| 2007                  | Yes                              | Pearson Prentice Hall: <i>Focus on Earth Science</i>        | 0%   | 6     |
| 2007                  | Yes                              | Pearson Prentice Hall: <i>Focus on Life Science</i>         | 0%   | 7     |
| 2007                  | Yes                              | Pearson Prentice Hall: <i>Focus on Physical Science</i>     | 0%   | 8     |
| Social Science        |                                  |   |  |       |
| 2006                  | Yes                              | Holt: <i>World History - Ancient Civilizations</i>          | 0%   | 6     |
| 2006                  | Yes                              | Holt: <i>World History - Medieval to Early Modern Times</i> | 0%   | 7     |
| 2006                  | Yes                              | Holt: <i>U.S. History</i>                                   | 0%   | 8     |

Textbook information was obtained from district office personnel on October 2015.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2015-16 school year, Val Verde Unified School District certifies that each student, including English learners, enrolled in a visual/performing arts class has been provided with a textbook or supplemental materials to use in class and to take home. These materials comply with the California Common Core State Standards.

### SCHOOL LEADERSHIP

Leadership at Tomás Rivera Middle School is a responsibility shared among school administrators, counselors, teaching staff, and parents. Principal Esteban Lizzarraga is responsible for the day-to-day operations of the school and overall curricular programs. The principal and assistant principal work as a cohesive team, sharing many of the responsibilities associated with running an effective middle school. The assistant principal takes a lead role in managing student discipline and facilities. Both administrators share the responsibility to conduct teacher evaluations and establishing a schoolwide culture of learning.

The School Leadership Team, comprised of the principal, assistant principal, counselor, instructional coach, and department chairs, meets monthly to address schoolwide curriculum, discuss staff development topics, conduct data analysis, share best practices, engage in collective inquiry, and measure efforts in meeting schoolwide goals. Team members support administration, program implementation efforts, evaluate implementation of new programs, and serve as a liaison to their respective departments.

Tomás Rivera Middle School's Administrative Leadership team meets weekly. Members of the team include the principal, assistant principal, instructional coach, and counselors. The primary role of the administrative leadership team is to oversee and monitor the progress of the school, continuously looking at the school program as a whole to maintain a steady course in a positive direction.

The School Site Council (SSC), consisting of teachers, school administrators, classified staff, parents, and students, is a major governing body that meets monthly to address school programs, discuss progress in meeting school goals, and serve as a liaison between the community and school administration. On an annual basis, the SSC is responsible for reviewing and approving the school site plan, safety plan, and budget.

### SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California Common Core State Standards and approved by the State Board of Education. Every child receives a rigorous, well-balanced standards-aligned core program. Tomás Rivera Middle School structures its educational program so that all students receive instruction appropriate to their learning level. To ensure the success of every student, teachers use a variety of instructional techniques using research-based instructional materials and strategies.

### SPECIAL EDUCATION

Special education students are mainstreamed into the general education classroom based upon their IEP (Individual Education Plan) and provided instruction in the least restrictive environment. Tomás Rivera Middle School's special day class program is staffed by three special education teachers and three special education aides who provide core instruction in a self-contained environment. Three resource specialist teachers and

four resource specialist aides provide individual and small group language arts and math support in the general education environment under the direction of classroom teachers.

Each student is provided instruction based upon their IEP, which is reviewed and updated annually by the school's IEP teams. The IEP ensures that students with disabilities have equal access to core curriculum and educational opportunities and is used to coordinate specially-designed instruction based upon individual academic, social, and behavioral needs.

### ENGLISH LEARNER INSTRUCTION

All of Tomás Rivera Middle School's teachers are certified and trained to provide instruction for students identified as English Learners (EL). Beginning level EL students may receive a double block (two periods) of English Language Development (ELD) instruction in addition to their regular language arts curriculum. ELD instruction focuses on reading development, verbal language development, and vocabulary building. The bilingual instructional aide provides in-class support for English Learners under the direction of class teachers. As students increase fluency in the English language, Tomás Rivera Middle School continues to monitor student performance through CELDT results, benchmark assessments, and classroom observation to adjust instruction as needed to ensure continued success in acquiring the English language and proficiency in reading/language arts.

### GIFTED AND TALENTED EDUCATION

Tomás Rivera Middle School offers a Gifted and Talented Education program for students who have been recognized as high achievers by their teachers and through district testing. Both GATE and non-GATE high achievers are placed in advanced, college prep classes. GATE students are invited to participate in field trips, after-school enrichment, and monthly activities.

### INTERVENTION PROGRAMS

Tomás Rivera Middle School supports intervention programs to meet the needs of those students not meeting state proficiency standards in reading, language arts, and math. Educational Management Teams comprised of school administrators, teachers, and parents work together to identify individualized intervention strategies for and monitor progress of students having difficulty with academic or social development. Formal intervention programs include:

- After-school Detention: certificated teachers are available for 45 minutes after school three days a week. As a consequence for poor behavior, students are assigned to detention classes to complete homework assignments.
- Targeted Academic/Behavioral Intervention: based on discipline data and referrals from school staff, an Individual Learning Plan is developed for identified students who are experiencing difficulty in academics and/or behavior, homework, tardiness, and other concerns interfering with the learning process. Students are monitored daily over a six-week period and provided support to improve existing obstacles. Parents, teachers, and school administrators at the end of each six-week term to evaluate progress.
- IMPACT Teacher: One full-time certificated teacher (IMPACT Teacher) coordinates individualized instruction with each student's teacher based on academic needs. Identified students receive 45 minutes of intensive instruction five days a week in language arts. The impact teacher introduces skills and concepts in upcoming lessons as a proactive approach to ensure students are successfully acquiring lesson content during regular class time.

• Roadrunner Days: students receiving D's and F's will receive intervention in selected courses during Roadrunner Days.

## PROFESSIONAL STAFF

### SUPPORT SERVICES STAFF

Support services staff consist of counselors, psychologists, nurses, health technicians, and special education service providers. Through close collaboration, this expert team is instrumental in improving student attendance and achievement through the identification, referral, and remediation of health and/or emotional concerns.

Counselors are responsible for monitoring student progress, social skills presentations, and working with students and their parents to identify the barriers interfering with the learning process. The psychologist assists with academic, social, and emotional issues; and provides assessments to determine eligibility for Special Education services and to facilitate coordination of Individual Education Plans (IEP). The school nurse conducts health screening programs. Health technicians provide basic aid. As a participating member of the Riverside County Special Education Local Plan Area (SELPA), Val Verde Unified School District and Tomás Rivera Middle School have access to a full complement of professional resources and services to meet the individual needs of its students with disabilities.

**Counselors and Support Personnel  
(Nonteaching Professional Staff)  
2014-15**

|   | No. of Staff | FTE*  |
|---|--------------|-------|
| Academic Counselor                                | 2            | 2.0   |
| Adaptive PE Specialist                            | 1            | 0.2   |
| Campus Security Officers                          | 2            | 2.0   |
| Health Technician                                 | 1            | 1.0   |
| Instructional Coach                               | 1            | 1.0   |
| Library/Media Technician                          | 1            | 1.0   |
| Nurse   | 1            | 0.2   |
| Psychologist                                      | 1            | 0.6   |
| Speech Pathologist                                | 1            | 0.4   |
| Average Number of Students per Academic Counselor |              | 512.5 |

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

### TEACHER ASSIGNMENT

Tomás Rivera Middle School recruits and employs only the most qualified credentialed teachers. For the 2014-15 school year, the school employed 42 fully credentialed teachers. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant". Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## Teacher Credentials and Assignments

|   | Tomás Rivera |       |       | VVUSD |       |       |
|---|--------------|-------|-------|-------|-------|-------|
|   | 13-14        | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| Total Teachers  | 42           | 42    | 42    | 799   | 810   | 807   |
| Teachers with Full Credential                                 | 42           | 42    | 41    | 799   | 809   | 803   |
| Teachers without Full Credential                              | 0            | 0     | 1     | 0     | 1     | 4     |
| Teachers Teaching Outside Subject Area (with full credential) | 0            | 0     | 0     | 0     | 0     | 5     |
| Teacher Misassignments for English Learners                   | 0            | 0     | 0     | 0     | 0     | 0     |
| Total Teacher Misassignments*                                 | 0            | 0     | 0     | 0     | 0     | 0     |
| Teacher Vacancies   | 0            | 0     | 0     | 0     | 0     | 3     |

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

The adjacent table identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25% or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality web page at [www.cde.ca.gov/nclb/sr/tq/](http://www.cde.ca.gov/nclb/sr/tq/).

### NCLB Compliance Percentage of Classes in Core Academic Subjects:

|                      | 2014-15                           |                                       |
|----------------------|-----------------------------------|---------------------------------------|
|                      | Taught by NCLB-Compliant Teachers | Not Taught by NCLB-Compliant Teachers |
| Tomás Rivera         | 100.0%                            | 0.0%                                  |
| District Totals      |                                   |                                       |
| All Schools          | 99.0%                             | 1.0%                                  |
| High-Poverty Schools | 99.0%                             | 1.0%                                  |
| Low-Poverty Schools  | -                                 | -                                     |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39% or less in the free and reduced price meals programs.

## DISTRICT EXPENDITURES

### EXPENDITURES PER STUDENT

For the 2013-14 school year, Val Verde Unified School District spent an average of \$8,377 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding expenditures and salaries can be found at the CDE website at [www.cde.ca.gov/ds/fd/ec/](http://www.cde.ca.gov/ds/fd/ec/) and [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

### Current Expense of Education Per Pupil 2013-14

| Expenditures Per Pupil            | Dollars Spent Per Student |        |                                    |                                     |                                 |
|-----------------------------------|---------------------------|--------|------------------------------------|-------------------------------------|---------------------------------|
|                                   | Tomás Rivera              | VVUSD  | State Average                      |                                     |                                 |
|                                   |                           |        | % Difference - School and District | for Districts of Same Size and Type | % Difference - School and State |
| Total Restricted and Unrestricted | 5,848                     | N/A    | N/A                                | N/A                                 | N/A                             |
| Restricted (Supplemental)         | 794                       | N/A    | N/A                                | N/A                                 | N/A                             |
| Unrestricted (Basic)              | 5,053                     | 4,272  | 118.3%                             | 5,348                               | 94.5%                           |
| Average Teacher Salary            | 73,268                    | 71,561 | 102.4%                             | 71,529                              | 102.4%                          |

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

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- California Clean Energy Jobs Act
- California Health Science Capacity Building Project
- California Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III
- Other Federal Funds
- Other Local: Locally Defined
- Special Education
- State Lottery
- Vocational Programs

## SALARY & BUDGET COMPARISON

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state.

### Salary Comparison 2013-14

|                             | VVUSD   | State Average of Districts in Same Category |
|-----------------------------|---------|---|
| Beginning Teacher Salary    | 46,771  | 43,062                                      |
| Mid-Range Teacher Salary    | 72,223  | 67,927                                      |
| Highest Teacher Salary      | 87,920  | 87,811                                      |
| Average Principal Salaries: |         |   |
| Elementary School           | 125,447 | 110,136                                     |
| Middle School               | 134,877 | 115,946                                     |
| High School                 | 132,742 | 124,865                                     |
| Superintendent Salary       | 222,117 | 211,869                                     |
| Percentage of Budget For:   |         |   |
| Teacher Salaries            | 37.0    | 39.0  |
| Administrative Salaries     | 5.0     | 5.0   |

For detailed information on salaries, see the CDE *Certificated Salaries & Benefits Web page* at <http://www.cde.ca.gov/ds/fd/cs/>.

## SARC DATA & INTERNET ACCESS

### DATAQUEST

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Tomás Rivera Middle School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

### PUBLIC INTERNET ACCESS LOCATION

Parents may access Tomás Rivera Middle School's SARC and access the internet at any of the county's public libraries. The closest library to Tomás Rivera Middle School is Perris Branch Public Library located at 163 E. San Jacinto Avenue, Perris, CA 92570.

Perris Branch Public Library  
(951) 657-2358

Hours: Sunday 1-5; Monday 10 -6  
Tuesday-Wednesday 12-8  
Thursday-Saturday 10-6

Number of computers available: 17  
Number of printers available: 1