



VAL VERDE UNIFIED SCHOOL DISTRICT

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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 information was acquired in September 2011 and school facilities information was acquired in January 2012.

TOMÁS RIVERA MIDDLE SCHOOL

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AN ANNUAL REPORT TO THE COMMUNITY

2010-11 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2012

A MESSAGE FROM THE PRINCIPAL

Welcome to Tomás Rivera Middle School, home of the Roadrunners. Tomás Rivera Middle School has demonstrated a steady growth in student test scores on the STAR testing. The result of this hard work is an increase in our schoolwide API.



Following the adopted California Standards, it is our goal to offer our students the finest education possible. The concept of "Middle School" is to provide a smooth transition from the self-contained environment of elementary school into the subject orientated departmentalized structure of the secondary school environment. It is the intent of Tomás Rivera Middle School to develop students who are emotionally, intellectually, culturally, and physically capable of succeeding at the next level.

The school is structured into separate grade level identities, with sixth grade students having blocks of three teachers, their own sixth grade lunch, and a location on campus separate from the older students. Seventh graders begin the transition to a secondary school environment by having seven teachers, a separate lunch, and their own area on campus. The eighth grades also share these three unique qualities.

Tomás Rivera Middle School has several programs to meet the needs of each individual student. A grade level Gifted and Talented Education cluster is in place at all grade levels. There is an English Language Learner (ELL) program where students are grouped by proficiency level and assessed annually for redesignation within the program. Special Education is offered for those students who have been identified as having a specific learning disability. The program consists of SDC classes and RSP. RSP is a pull out and/or collaboration program. We also offer after-school tutoring for students who need additional help in math, language arts, and reading. Additional course offerings include student government, band, choir, video production, yearbook, and art.

I am pleased to have the opportunity to serve the Mead Valley Community as Principal of Tomás Rivera Middle School. I look forward to working with you in a collaborative effort as Tomás Rivera Middle School strives to be recognized at the state level and nationally as a leader in middle school education.

MISSION STATEMENT

The students of Tomás Rivera Middle School will learn the California standards. Learning will be continuously measured. Students who are not learning will receive support. Through mutual respect within the total school community, our students will grow and learn in a positive atmosphere where staff, parents, and students together are enthusiastic about the teaching/learning process.

VISION STATEMENT

We are committed to establishing a school culture which understands no limits to the achievement/success of each student.

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 2010-11 school year, the district's schools served more than 19,500 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 2010-11 school year, Tomás Rivera Middle School served 1,052 students in grades 6-8. Student enrollment included 5.9% receiving special education services, 25% qualifying for English learner support, and 90.2% qualifying for free or reduced-price meals. Students who need extra assistance in language arts and math are placed in an additional period of language arts or

Percentage of Students by Ethnicity/Grade Level 2010-11

Ethnic Group	%	Grade Level	#
African American	4.8%	Kindergarten	0
American Indian or Alaskan Native	0.1%	Grade 1	0
Asian	0.6%	Grade 2	0
Filipino	0.2%	Grade 3	0
Hawaiian or Pacific Islander	0.3%	Grade 4	0
Hispanic or Latino	88.4%	Grade 5	0
White (not Hispanic)	5.3%	Grade 6	341
Two or More Races	0.3%	Grade 7	341
		Grade 8	370
		Total	
		Enrollment	1,052

math. Students who are meeting state proficiency levels in these two subject areas are eligible to take a second elective course.

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:

- School Site Council
- English Learner Advisory Council
- Parent Teacher Organization

Attend Special Events & Workshops:

- Back to School Night
- 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 bimonthly 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 newsletters to keep parents apprised of classroom activities and curriculum news. TeleParent, an automated telephone message system, is used to quickly forward personalized messages from school staff to each student's home. Flyers, letters, 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.

STUDENT ACHIEVEMENT

To obtain accurate and valid measures of educational progress, Tomás Rivera Middle School offers students multiple opportunities to demonstrate mastery in each of the core subject areas. Multiple assessments of student achievement are analyzed to monitor student progress and to evaluate the effectiveness of the instructional program. These assessments include teacher tests, classroom observation, report card grades, benchmark assessments, and results of standardized tests.

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 assessment by the year 2014. Meeting Adequate Yearly Progress (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.

For the 2010-11 AYP cycle, elementary and middle schools must achieve a 67.6% or higher proficiency rate in English/Language Arts and 68.5% or higher proficiency rate in math on the California Standards Test (CST). Additional criteria contributing to whether or not a school demonstrates AYP include achieving a 95% or above participation rate on the CST and obtaining an API growth score of 710 or higher or increasing the API growth by one point.

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2010-11		
Did the school and district meet or exceed 2011 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Tomás Rivera	VVUSD
Overall Performance	No	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	No	No
Math	No	No
API	Yes	Yes
Graduation Rate	N/A	No
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	14/21	29/42
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2010-11 AYP target rates. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website 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 in alignment with California State Content Standards and Frameworks and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2010-11 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 twice 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, end-of-unit exams, and classroom observations. Collectively, the benchmark assessments and multiple measures help 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 ENGLISH LANGUAGE DEVELOPMENT TEST

State law requires schools to give the California English Language Development Test (CELDT) to students in grades kindergarten through twelve whose home language is not English. The test identifies the student's proficiency level of understanding of the English language, monitors their progress in learning English if placed in the English Learner program, and helps determine if they have achieved proficiency in the English language.

STANDARDIZED STATE ASSESSMENTS

Students at Tomás Rivera Middle School participate in California's STAR examination each year. The mandatory STAR Program (Standardized Testing and Reporting) is a set of assessments that evaluates student proficiency in core subject areas and compares student results with other students in the state who took the same test. The STAR is comprised of a series of four components: the California Standards Tests (CST), the California Alternative Performance Assessment, the California Modified Assessment, and Standards-based Tests in Spanish. The STAR tables in this report illustrate the percentage of students achieving Proficient and Advanced levels of proficiency. Results are shown only for subgroups with ten students or more taking the exam. Detailed results by grade level for each student group can be obtained from the California Department of Education's website <http://star.cde.ca.gov>.

CALIFORNIA STANDARDS TEST

California Standards Tests assess student performance on the California Academic Content Standards adopted by the State Board of Education. 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. Students scoring at the Far Below Basic, Below Basic, and Basic levels may receive differentiated instruction through school intervention programs designed to increase student proficiency levels to meet grade level standards.

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/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2010-11			
Grade(s) Tested	Number of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	29%	21%	24%

ACADEMIC PERFORMANCE INDEX

The state Academic Performance Index (API) was launched by the California Department of Education in 1999 to measure the performance and progress of schools based on STAR and CAHSEE testing results. (Note: CAHSEE is the California High School Exit Exam administered to students in grades 10-12 as part of the state's graduation requirements.) The API is used to develop annual schoolwide performance growth targets for future academic improvement.

The API table in this report highlights Tomás Rivera Middle School's progress over the past three years. To maintain confidentiality, results are reported for numerically significant subgroups only. Numerically significant subgroups are comprised of 1) at least 100 students with valid test scores or 2) at least 50 valid scores comprising at least 15% of the valid test scores. More information about the API can be found at www.cde.ca.gov/ta/ac/ap/.

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 2010-11, 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

STAR Results All Students									
Percentage of Students Scoring at Proficient and Advanced Levels									
	Tomás Rivera			VVUSD			CA		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	32	38	42	44	47	49	49	52	54
Math	42	56	55	48	52	51	46	48	50
Science	56	64	74	47	53	56	50	54	57
History	53	63	58	43	47	48	41	44	48

Only grades 5, 8, 9, 10, and 11 take the Science portion of this exam and only grades 8, 9, 10, and 11 take the History portion.

STAR Results Ethnic Subgroups										
Percentage of Students Scoring at Proficient and Advanced Levels 2010-11										
	Tomás Rivera									
	American African American	American Indian or Alaskan Native	Asian	Filipino	Hispanic or Latino	Hawaiian or Pacific Islander	White (not Hispanic)	Two or More Races		
English-Language Arts	46	*	*	*	41	*	51	*		
Math	49	*	*	*	55	*	59	*		
Science	80		*		74	*	68			
History	53		*		58	*	59			

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

STAR Results Other Subgroups						
Percentage of Students Scoring at Proficient and Advanced Levels 2010-11						
	Tomás Rivera					
	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education
English-Language Arts	38	47	10	41	22	
Math	52	58	29	54	28	
Science	78	71	40	73	*	
History	59	57	19	56	10	

In order to protect student confidentiality, no results are reported for any group of 10 or fewer students. In cases where a % is not provided, no students were tested in the respective subgroup or subject area.

Academic Performance Index Three-Year Performance Comparison									
	Tomás Rivera								
	Base API Rank:								
	2008			2009			2010		
Statewide Rank	4			4			5		
Similar Schools Rank	9			9			9		
	Tomás Rivera			Tomás Rivera		VVUSD		State	
	Increase/Decrease in API			# of Students	Growth	# of Students	Growth	# of Students	Growth
	2008-09	2009-10	2010-11	2010-11		2010-11		2010-11	
All Students	27	31	14	892	778	13,575	789	4,683,676	778
Ethnic Subgroups									
African American				37	766	2,001	766	317,856	696
Hispanic or Latino	33	27	19	798	778	9,935	784	2,406,749	729
White (not Hispanic)				42	762	811	827	1,258,831	845
Other Subgroups									
Economically Disadvantaged	31	34	17	840	775	11,195	779	2,731,843	726
English Learners	37	27	-2	497	733	5,477	755	1,521,844	705
Students with Disabilities				66	-12	110	551	1,238	588
								521,815	595

Title I and Program Improvement can be located on the CDE's website <http://www.cde.ca.gov/ta/ac/ay/>.

Title I PI Status 2011-12		
	Tomás Rivera	VVUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	N/A	N/A
Year in PI	N/A	N/A
# Schools Currently In PI		
% Schools Currently In PI		

The statistical information in this table reflects the PI status during the 2011-12 school year.

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.

Campus Description	
Year Built	1993
Acreage	15.5
Bldg. Square Footage	59493
	Quantity
# of Permanent Classrooms	40
# of Portable Classrooms	21
# of Restrooms (student use)	3 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

2010-11 Campus Improvement Projects

- Installation of new heating and air conditioning units
- Installation of new roofing system

SUPERVISION AND SAFETY

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. Components of this 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, and dress code policy. The school's current safety plan will be reviewed, updated, and reviewed with school staff in March 2012.

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 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 December 8, 2011. 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 2010-11 school year, 100% of student restrooms were fully operational and available for student use at all times.

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, and a groundskeeper are assigned to Tomás Rivera Middle School and work closely with the assistant principal 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

School Facility Good Repair Status			
Item Inspected	Repair Status		
Inspection Date:	Good	Fair	Poor
December 8, 2011			
			Repair Needed and Action Taken or Planned
Systems	✓		Room 501: heating unit is very loud.
Interior Surfaces	✓		Nurse's Office: light panel cover missing at entry. Library: water stains ceiling tiles above both north entries. Speech Office: water stains ceiling tiles. Multipurpose Room: ceiling tiles missing above stage. Room 811: ceiling tiles missing. Office: ceiling tiles missing. Room 504: cabinets need repair (locks broken/will not shut). Room 501: sky light will not shut. Room 309: water stains ceiling tiles. Room 307: water stains ceiling tiles.
Cleanliness	✓		
Electrical	✓		Work Room: exposed wires. Room 811: light panel broken. Room 508: light switch is broken/loose.
Restrooms/Fountains	✓		
Safety	✓		
Structural	✓		
External	✓		Girls' Restroom: water line leaking outside wall. P-Boys' Restroom: drinking fountain not working/outside walkway. Room 404: drinking fountains not working outside walkway/rusted at base/injury hazard.
Overall Summary of School Facility Good Repair Status			
	Exemplary	Good	Fair
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.

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.

School rules are posted in every classroom. At the beginning of the school year, school rules, 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 school rules, 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.

Suspensions and Expulsions			
	Tomás Rivera		
	08-09	09-10	10-11
Suspensions (#)	564	337	371
Suspensions (%)	48.70%	30.53%	35.27%
Expulsions (#)	3	3	7
Expulsions (%)	0.26%	0.27%	0.67%

VVUSD			
All Middle Schools			
	08-09	09-10	10-11
Suspensions (#)	1,481	1,553	1,296
Suspensions (%)	32.81%	34.61%	28.95%
Expulsions (#)	6	23	29
Expulsions (%)	0.13%	0.51%	0.65%

This table illustrates the total cases (not number of days) of suspensions and expulsions, and includes students with multiple instances of suspension. For example, a student suspended in one month for two days is then suspended a month late for three days and counted as two cases of suspension.

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 the students through the intercom 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.

STUDENT RECOGNITION

Staff members frequently reward and encourage students exhibiting positive behavior, academic achievement, and improvement. Students exhibiting good behavior are given "Caught Being Good" slips which entitle a student to special privileges, gift cards, and incentives. Once a month, two eighth grade students are selected to receive the Superintendent's Award for their outstanding efforts in academics and citizenship. 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.

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:

- ASES
- Student Council
- GATE Enrichment
- School Clubs
- Athletic Clubs
- Band
- Choir
- Yearbook
- Leadership Group

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 Departmentalized Instruction				
2008-09				
Subject	Average	Number of Classes		
	Class Size	1-20	21-32	33+
English	28.8	3	33	2
Math	34	3	3	18
Science	31.5	0	16	8
History	31.5	3	9	12
2010-11				
English	30.4	4	11	11
Math	30.8	2	11	10
Science	32.1	3	6	13
English	32.1	3	5	14

CURRICULUM & INSTRUCTION

STAFF DEVELOPMENT

All curriculum and instructional improvement activities at Val Verde Unified School District are aligned to the California State Content Standards and Frameworks. The district's Educational Services department selects staff development concentrations based on principal feedback, teacher survey results, California State Content Standards, district benchmark assessment results, and state standardized test results. During the 2010-11 school year, Val Verde Unified School District sponsored three formal days of staff development training in which teachers from Tomás Rivera Middle School attended. Training topics focused on leadership training and collaborative planning/articulation within core subject areas. A portion of staff development time was devoted to specific areas of need identified by each individual school site.

Staff Development Days Three-Year Trend		
2008-09	2009-10	2010-11
3	3	3

As a supplement to district-sponsored activities and in response to site-based goals, Tomás Rivera Middle School's staff participated in weekly professional development activities on early release days. During the 2010-11 school year, site-based training focused on evaluating student performance data to identify instructional needs and strategies for improvement.

The district offers supplemental support year-round for new and ongoing programs tied to either specific strategies to improve student learning or district-adopted materials. Supplemental district-sponsored training sessions offered during the 2010-11 school year included:

- Collaborative Coaching and Learning (CCL) Training
- Core Content Articulation
- Doug Fisher's Gradual Release Model
- Articulated Instruction Model
- GLAD Strategies (Guided Language Acquisition Design)
- Intensive English/Language Arts Intervention - National Geographic *Inside*
- Special Education
- Step Up to Writing
- Thinking Maps
- Student Engagement Strategies
- District Benchmark Development
- Technology

A collaborative team of district administrators, instructional coaches, and school administrators is responsible for making informed decisions on improving classroom instruction, developing effective classroom strategies to increase student learning, and evaluating the progress of students meeting grade level standards. Establishing the agendas for ongoing professional development activities is based upon teacher input and results from formative and summative assessments acquired throughout the year. Using a combination of resources and techniques which include data analysis, lesson observation, lesson modeling, and teacher input, specific areas of strength and weakness are identified in classroom instruction and/or presentation of subject matter. In response, instructional practices are modified to increase the effectiveness of class lessons to subsequently improve student learning.

Val Verde Unified School District welcomes new teachers and provides three days of intensive training to help them experience success in their new classrooms. For ongoing professional guidance, the district supports new and veteran teachers and instructional assistants 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 Content 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 vendors, 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 district-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 Content Standards and Frameworks. 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 13, 2011, 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 #11-12-06 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.

In addition to the core subject areas, districts are required to disclose in their SARC's the sufficiency of instruction materials used for its visual/performing arts curricula. During the 2011-12 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 state's content standards and curriculum frameworks.

SCHOOL LEADERSHIP

Leadership at Tomás Rivera Middle School is a responsibility shared among school administrators, counselors, teaching staff, and parents. Principal

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	
Reading/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	
2002	Yes	McDougal Littell: <i>Bridges to Literature</i>	0%	6-8	
2001	Yes	Houghton Mifflin: <i>Triumphs</i>	0%	6	
2002	Yes	Touchstones: <i>Touchstones</i>	0%	6-8	
2009	Yes	Hampton Brown: <i>High Point</i>	0%	6-8	
Math					
2008	Yes	McGraw Hill: <i>California Mathematics</i>	0%	6-7	
2008	Yes	Glencoe-McGraw Hill: <i>CA Algebra I</i>	0%	6-8	
2008	Yes	Glencoe-McGraw Hill: <i>Algebra Readiness</i>	0%	6-8	
2008	Yes	Glencoe-McGraw Hill: <i>Geometry</i>	0%	6-8	
Science					
2008	Yes	Prentice Hall: <i>Focus on Earth Science</i>	0%	6	
2008	Yes	Prentice Hall: <i>Focus on Life Science</i>	0%	7	
2008	Yes	Prentice Hall: <i>Focus on Physical Science</i>	0%	8	
Social Science					
2006	Yes	Holt Rinehart Winston: <i>World History - Ancient Civilizations</i>	0%	6	
2006	Yes	Holt Rinehart Winston: <i>World History - Medieval to Early Modern Times</i>	0%	7	
2006	Yes	Holt Rinehart Winston: <i>U.S. History</i>	0%	8	
Health					
2010	Yes	American National Red Cross: <i>Positive Prevention</i>	0%	7	

The textbooks and instructional materials used by the school are selected from the State Board of Education's most recent adoption.

Textbook information was obtained from district office personnel in September 2011.

Joshua Workman 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 Principal's Advisory team, comprised of the principal, assistant principal, and department chairs, meets weekly 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 State Content Standards and Frameworks 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 education program is staffed by three special education teachers and three special education aides who provide instruction in core subject areas. 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. Two bilingual instructional aides provide in-class support for English Learners under the direction of class teachers. After-school tutoring takes place and is guided in accordance with the individual learning plan developed for each student. 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 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. 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.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

Tomás Rivera Middle School recruits and employs only the most qualified credentialed teachers. For the 2010-11 school year, the school employed 40 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.

In the table below which identifies the number of classrooms taught and not taught by NCLB compliant teachers, high poverty schools are defined as those schools with student participation

Teacher Credentials and Assignments								
	Tomás Rivera				VVUSD			
	08-09	09-10	10-11	11-12	08-09	09-10	10-11	11-12
Total Teachers	52	42	40		831	778	753	
Teachers with Full Credential	50	41	40		787	767	753	
Teachers without Full Credential	2	1	0		44	11	0	
Teachers Teaching Outside Subject Area	0	0	0		2	0	0	
Teacher Misassignments for English Learners	0	0	0	0	0	0	0	0
Total Teacher Misassignments	0	0	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	0	0	0	0

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB- Compliant Teachers	Not Taught by NCLB- Compliant Teachers
	2010-11	
Tomás Rivera	100.0%	0.0%
District Totals		
All Schools	99.9%	0.1%
High-Poverty Schools	99.9%	0.1%
Low-Poverty Schools	0.0%	0.0%

Teacher Education Levels 2010-11		
	Tomás Rivera	VVUSD
Doctorate	0.0%	0.3%
Master's Degree Plus 30 or More Semester Hours	44.7%	42.0%
Master's Degree	15.8%	15.2%
Bachelor's Degree Plus 30 or More Semester Hours	34.2%	39.1%
Bachelor's Degree	5.3%	3.5%
Less Than a Bachelor's Degree	0.0%	0.0%

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/.

TEACHER EVALUATIONS

Evaluation procedures and criteria adopted by the Val Verde Unified School District are defined in the district's collective bargaining agreement. Teacher evaluation criteria are based on the California Standards for the Teaching Profession. Probationary teachers are formally evaluated annually and observed frequently. Tenured teachers are evaluated once every two years. Teachers meeting specific criteria may choose to receive evaluations once every five years. Evaluations are conducted by the principal or assistant principal who have been trained and certified for competency to perform teacher evaluations.

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 and Support Personnel (Nonteaching Professional Staff) 2010-11		
	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	0.8
Nurse	1	0.2
Psychologist	1	0.6
Speech & Language Pathologist	1	0.4
Average Number of Students per Academic Counselor		526

FTE = Full-Time Equivalent

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.

SUBSTITUTE TEACHERS

The district's Human Resources Department makes every effort to select the most qualified substitute teacher for the respective day's assignment. During the 2010-11 school year, Val Verde Unified School District's pool of substitutes was comprised of 206 teachers; the majority of substitutes were aspiring teachers, retired and semi-retired teachers, and career substitutes. Applicants seeking a position as a substitute must have passed the CBEST (California Basic Educational Skills Test) and possess a bachelor's degree.

DISTRICT EXPENDITURES

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.

EXPENDITURES PER STUDENT

For the 2009-10 school year, Val Verde Unified School District spent an average of \$6,740 of total general funds to educate each student (based on 2009-10 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 salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and 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.)

Salary Comparison 2009-10		
	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	42,247	41,035
Mid-Range Teacher Salary	68,497	65,412
Highest Teacher Salary	83,488	84,837
Average Principal Salaries:		
Elementary School	108,415	106,217
Middle School	122,648	111,763
High School	116,016	121,538
Superintendent Salary	201,400	197,275
Percentage of Budget For:		
Teacher Salaries	15.0	39.0
Administrative Salaries	2.0	5.0

Current Expense of Education Per Pupil 2009-10					
Dollars Spent Per Student					
Expenditures Per Pupil	Tomás Rivera	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	4,693	4,706	99.7%	N/A	N/A
Restricted (Supplemental)	831	810	102.5%	N/A	N/A
Unrestricted (Basic)	3,862	3,896	99.1%	5,455	71.4%
Average Teacher Salary	66,159	66,474	99.5%	67,667	98.2%

In addition to general fund state funding, Val Verde Unified School District receives state and federal categorical funding for special programs. For the 2009-10 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- ARRA: State Fiscal Stabilization Fund
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training and Student Assistance
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- NCLB Title I, II, III, IV, X
- Other Local
- Special Education
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs

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 API, AYP, STAR results, 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: 14
Number of printers available: 1