



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 November 2019 and the school facilities information was acquired in October 2019.

TOMÁS RIVERA MIDDLE SCHOOL

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AN ANNUAL REPORT TO THE COMMUNITY 2018-19 SCHOOL ACTIVITY PUBLISHED IN JANUARY 2020

PRINCIPAL'S MESSAGE



Dear Tomás Rivera Families,

It is my pleasure to welcome you and your child to the 2019-2020 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 are excited as Tomás Rivera Roadrunners to B.A.T. 1000 by Behaving Respectfully, Acting Responsibly, Thinking Safety at all times, and socially ready for high school!

Our mission at Tomás Rivera is success for all students by ensuring they are academically prepared, behaviorally responsible and socially ready. The staff is dedicated in fostering student learning by answering these four critical questions:

1. What do we want students to learn?
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 in?

Collaboratively answering these questions ensures that all students can achieve success at Tomás Rivera Middle School.

Lastly, Tomás Rivera is very fortunate to have a staff of dedicated and committed teachers and parents. 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.

In partnership,
Nicky Fuller
Principal

MISSION STATEMENT

Every student is Academically Prepared, Behaviorally Responsible and Socially Ready for High School.

VISION STATEMENT

Tomás Rivera is a field of dreams where EVERY student crosses home plate.

SCHOOL MOTTO

Character, Community & Courage!

DISTRICT & SCHOOL DESCRIPTION

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 2018-19 school year, the district's schools served more than 20,200 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, 3 comprehensive high schools, a student success academy, a virtual academy, and a continuation high school.

During the 2018-19 school year, Tomás Rivera Middle School served 1,106 students in grades 6-8. Student enrollment included 12.9% receiving special education services, 26.6% qualifying for English learner support, and 96% 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.

Student Enrollment by
Subgroup/Grade Level
2018-19

Student Group	% of Total Enrollment	Grade Level	# of Students
Black or African American	3.0%	Grade 6	362
American Indian or Alaskan Native	0.1%	Grade 7	389
Asian	0.2%	Grade 8	355
Filipino	0.1%		
Hawaiian or Pacific Islander	0.1%		
Hispanic or Latino	92.1%		
White	3.6%		
Two or More Races	0.8%		
Socioeconomically Disadvantaged	96.0%		
English Learners	26.6%		
Students with Disabilities	12.9%		
Homeless	3.9%		
Foster Youth	0.4%		
		Total Enrollment	1,106

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 (Basic Services) – State Priority 1: Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair. Covered in Teacher Assignment, including the Teacher Credentials & Misassignments chart; Instructional Materials, including the Textbooks chart; and School Facilities & Maintenance, including the Campus Description and School Facility Good Repair Status charts.

Conditions of Learning (Implementation of State Standards) – State Priority 2: Implementation of academic content and performance standards adopted by the state board for all pupils. Not covered in the School Accountability Report Card.

Parental Involvement – State Priority 3: Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

Pupil Achievement – State Priority 4: Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. Covered in California Assessment of Student Performance and Progress, including the CAASPP charts.

Engagement (Pupil Engagement) – State Priority 5: School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropout Rates, including the Dropout chart; and Graduation Rates, including the Graduation Rate chart for high schools only.

School Climate – State Priority 6: Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Conditions of Learning (Course Access) – State Priority 7: Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

Other Pupil Outcomes – State Priority 8: Pupil outcomes in the subject areas. Covered in 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 Student 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
- Science Night
- 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. Blackboard Connect, 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, Facebook, Twitter (@trmsvvsd), 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 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 content, depth of knowledge, and skills. District benchmark assessments are aligned to the California State Standards and are comprised of both formative and summative assessments given in math, reading, and language arts. During the 2018-19 school year, all students in grades 1-5 were assessed multiple times utilizing a system of short-cycle formative assessments to identify content 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 summative assessments, benchmark assessments, grade level/department common assessments, classroom observations, teacher-created assessments, adaptive diagnostic assessments in reading and math, and early indicators of reading assessments. 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 ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The California Assessment of Student Performance and Progress (CAASPP) System includes the Smarter Balanced Summative Assessments (SBAC) for students in the general education population, and the California Alternate Assessments (CAAs) for students with the most significant cognitive disabilities. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternative achievement standards, which are linked with the Common Core State Standards (CCSS). CAASPP results are a measure of how well students are mastering California's standards in English language arts/literacy (ELA) and mathematics, and are given to grades three through eight and grade eleven. SBAC tests assess student performance in ELA/Literacy and mathematics utilizing computer-adaptive tests and performance tasks, and CAAs test items are aligned with alternative achievement standards which are linked with the Common Core State Standards (CCSS).

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 subgroup. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the tables, no students met subgroup criteria. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

**CAASPP Test Results in ELA & Mathematics by Student Group (Grades 3-8)
2018-19**

	English Language Arts/Literacy					Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students Tested	1111	1087	97.84%	2.16%	33.33%	1112	1102	99.10%	0.90%	19.06%
Male	575	561	97.57%	2.43%	26.56%	576	570	98.96%	1.04%	16.49%
Female	536	526	98.13%	1.87%	40.57%	536	532	99.25%	0.75%	21.80%
Black or African American	28	28	100.00%	0.00%	32.14%	28	28	100.00%	0.00%	3.57%
Asian	--	--	--	--	--	--	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	1033	1010	97.77%	2.23%	31.91%	1034	1025	99.13%	0.87%	18.44%
Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--
White	36	35	97.22%	2.78%	65.71%	36	35	97.22%	2.78%	45.71%
Two or More Races	--	--	--	--	--	--	--	--	--	--
Socioeconomically Disadvantaged	1084	1061	97.88%	2.12%	32.83%	1085	107	9.86%	90.14%	19.05%
English Learners	555	536	96.58%	3.42%	19.81%	556	551	99.10%	0.90%	11.98%
Students with Disabilities	143	140	97.90%	2.10%	7.86%	144	140	97.22%	2.78%	3.57%
Foster Youth	--	--	--	--	--	--	--	--	--	--

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

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

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

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.

2018-19 Campus Improvements:

- Addition of a STEAM room
- Addition of a walkway

2019-20 Campus Improvements in Progress:

- Addition of a science room
- Addition of asphalt where needed

Campus Description		Quantity
Year Built		1993
Acreage		15.5
Bldg. Square Footage		59493
# of Permanent Classrooms		40
# of Portable Classrooms		16
# of Restrooms (student use)		6 sets
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

California Assessment of Student Performance and Progress Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students in Grades Three Through Eight

Percentage of Students Meeting or Exceeding the State Standards

	Tomás Rivera		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
English-Language Arts/Literacy	30	33	42	44	50	50
Mathematics	21	19	27	28	38	39

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 Assessment of Student Performance and Progress Test Results in Science All Students

Percentage of Students Meeting or Exceeding the State Standards

	Tomás Rivera		VVUSD		CA	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Grades 5, 8, & 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

PHYSICAL FITNESS

In the spring of every other 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/.

California Physical Fitness Test Results 2018-19

Grade Level	% of Standards Met:		
	4 of 6	5 of 6	6 of 6
Seventh	19.7%	14.6%	12.0%

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

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 July 15, 2019. 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 fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

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 administrators are strategically stationed at the student drop-off area, bus area, and main entrances to monitor activities and behavior. During lunch period, school administrators, the 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, present a valid picture identification to be scanned through the Raptor System, 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, 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 2019, and reviewed with school staff in the fall of 2019.

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 regularly 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 / academic organizer, and are 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.

Item Inspected		School Facility Good Repair Status			
		Repair Status			Repair Needed and Action Taken or Planned
		Good	Fair	Poor	
Inspection Date:	July 15, 2019				
Systems		✓			
Interior Surfaces		✓			Admin Building, MPR, Room 811, P-Room 308 & P-Room 307 - Water stain ceiling tiles; Work Room - Laminate is chipping on counter top; Room 602 - Wallpaper is torn; Room 605 - Carpet is torn at teachers desk, trip hazard, wallpaper is torn; Girls Locker Room - Water stain ceiling tiles in coaches office
Cleanliness		✓			
Electrical		✓			
Restrooms/Fountains		✓			
Safety		✓			
Structural		✓			Stage - Hole in wall in room behind stage on the side of the mirrors; Room 507 - Floor is damaged with hole at entry, trip hazard
External		✓			Room 702 - Metal weather stripping is bent on door, injury hazard; P-Room 304 - Door handle is loose
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.

Suspensions and Expulsions

	Tomás Rivera			VVUSD			CA		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	3.10%	6.40%	7.90%	4.90%	5.10%	4.80%	3.60%	3.50%	3.50%
Expulsions	0.09%	0.00%	0.00%	0.11%	0.02%	0.00%	0.09%	0.08%	0.10%

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.

Tomás Rivera Middle School utilizes both the Multi-Tiered System of Supports (MTSS) and the Positive Behavior Intervention and Support (PBIS) system. The PBIS 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 or negative behaviors. 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.

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 are 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 students who 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
- After School STEAM Club
- Art
- 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

The Average Class Size and Distribution 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 1-22 students, 23-32 students, and 33 or more students.

Subject	Average Class Size	Number of Classes*		
		1-22	23-32	33+
2016-17				
English	24.0	12	15	9
Mathematics	30.0	4	8	11
Science	30.0	3	11	9
Social Science	30.0	3	8	12
2017-18				
English	27.0	8	14	11
Mathematics	31.0	3	4	16
Science	31.0	3	6	14
Social Science	31.0	3	3	17
2018-19				
English	28.0	6	13	12
Mathematics	31.0	4	5	15
Science	31.0	4	4	16
Social Science	31.0	4	3	17

*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 State Standards. The district's Educational Services Department selects staff development concentrations based on principal feedback, teacher survey results, California State Standards, district benchmark assessment results, and state standardized test results.

During the 2018-19 school year, Tomás Rivera Middle School held staff development training focused on:

- 21st Century Learning
- Adolescent Brain Development and Effects on Trauma
- Common Formative Assessments
- Google Apps
- Intervention/Prevention for Students Who are Struggling and/or Mastering the Standards
- Next Generation Science Standards (NGSS)
- The Eight Mathematical Practices
- Positive Behavior Intervention Support (PBIS)
- Professional Learning Communities (PLC)
- Response to Intervention (RtI)

During the 2017-18, 2018-19, and 2019-20 school years, Val Verde Unified School District provided professional development on the following topics:

Number of School Days/Topics Dedicated to Staff Development & Continuous Improvement

Year	Days
2017-18	3 days
<ul style="list-style-type: none"> • Future iReady • Planning for Supports within the PLC • Building Classroom Communities • ELA/ELD Reading & Writing Across Content Areas • Deep Dive Electives 	
2018-19	4 days
<ul style="list-style-type: none"> • ELD Designated & Integrated • Department Professional Learning Networks (PLNs) • Department Based PLCs Focused on Secondary Assessment Cycle • Breaking Down Barriers: Return of the Equity & Access Superheros • Deep Dive Electives • MTSS: Tiered Supports to Breaking Down Barriers 	
2019-20	4 days
<ul style="list-style-type: none"> • Integrated & Designated ELD Instructional Practices • Early Literacy Strategies • Restorative Practices • Common Collaborative Assessment Process • Math Performance Tasks and Instructional Strategies • Instructional Technology • Equity & Access for All Students • Universal Design for Learning • Professional Learning Communities 	

During the 2019-20 school year, teachers also had the opportunity to participate in the following professional development trainings:

- Restorative Practices & Restorative Circles
- Classroom Management Techniques
- Inclusive Practices
- Redefining "Giftedness"
- Summer EL Institute
- Lego Education for STEAM Learning
- Math Instructional Routines "Capturing Quantities"

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. California Teacher Induction (CTID) program, 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 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 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.

On September 3, 2019, 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 No.19-20-10 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 SARCs the sufficiency of instructional materials used for its visual/performing arts curricula. During the 2019-20 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 State Standards.

SCHOOL LEADERSHIP

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

Textbooks			
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
English Language Arts			
2016	Yes	Houghton-Mifflin Harcourt: <i>Collections</i>	0%
2016	Yes	McGraw-Hill: <i>FLEX Literacy</i>	0%
Mathematics			
2014	Yes	Houghton Mifflin Harcourt: <i>Go! Math</i>	0%
Science			
2019	Yes	McGraw Hill: <i>Inspire Science</i>	0%
Social Science			
2018	Yes	Cengage / National Geographic: <i>World History - Ancient Civilizations</i>	0%
2018	Yes	Cengage / National Geographic: <i>World History - Medieval and Early Modern</i>	0%
2018	Yes	Cengage / National Geographic: <i>American Stories - Beginnings to WWI</i>	0%

SPECIALIZED INSTRUCTION

All curriculum and instruction is aligned to the California 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 four special education teachers and four 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 ELPAC 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. Intervention 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 two days a week. As a consequence for poor behavior, students are assigned to detention classes to complete homework assignments.
- BAT Time: 35 minutes of daily academic support for all students.
- 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: Two full-time certificated teachers (one math & one ELA IMPACT Teacher) coordinate 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.
- Intervention Wednesday Workshop: students are provided more time to master the standards.

PROFESSIONAL STAFF

TEACHER ASSIGNMENT

During the 2018-19 school year, Tomás Rivera Middle School had 40 teachers who met all credential requirements in accordance with state guidelines. The chart below identifies the number of teachers at both the school and district who are 1) fully credentialed; 2) without full credentials; 3) teaching outside subject area of competence; 4) misassignments for English learners; 5) total teacher misassignments; and 6) vacant teacher positions. The term "misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

	Teacher Credentials and Assignments					
	Tomás Rivera			VVUSD		
	17-18	18-19	19-20	17-18	18-19	19-20
Total Teachers	39	44	44	833	841	850
Teachers with Full Credential	37	40	41	805	817	820
Teachers without Full Credential	2	4	3	28	24	30
Teaching Outside Subject Area (with full credential)	0	0	3	0	5	8
Misassignments of Teachers of English Learners	0	0	0	0	0	0
Total Teacher Misassignments*	0	0	0	0	0	0
Teacher Vacancies	0	0	0	0	8	6

*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.*

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.

Academic Counselors and Other Support Staff		
2018-19		
	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		519.5

**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.*

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, CAASPP results, Physical Fitness results, Suspensions and Expulsions, Dropout & Graduation Rates, enrollment, and staffing statistics.

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

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 2017-18 school year, Val Verde Unified School District spent an average of \$11,189 of total general funds to educate each student (based on 2017-18 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/ 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.)

Teacher and Administrative Salaries 2017-18

	VVUSD	State Average of Districts in Same Category
Beginning Teacher Salary	52,045	51,374
Mid-Range Teacher Salary	84,387	80,151
Highest Teacher Salary	112,391	100,143
Average Principal Salaries:		
Elementary School	136,895	126,896
Middle School	144,176	133,668
High School	146,638	143,746
Superintendent Salary	244,394	245,810
Percentage of Budget For:		
Teacher Salaries	31.0	35.0
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/>.

Expenditures Per Pupil and School Site Teachers Salaries 2017-18

Expenditures Per Pupil	Dollars Spent Per Student				
	Tomás Rivera	VVUSD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	6,198	N/A	N/A	N/A	N/A
Restricted (Supplemental)	911	N/A	N/A	N/A	N/A
Unrestricted (Basic)	5,287	5,473	96.6%	7,507	70.4%
Average Teacher Salary	95,101	83,822	113.5%	82,031	115.9%

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 2017-18 school year, the district received federal, state, and local aid for the following categorical, special education, and support programs:

- Agricultural Career Technical Education Incentive
- California Clean Energy Jobs Act
- Career & Technical Education Program
- Career Technical Education Incentive Grant Program
- College Readiness Block Grant
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- STRS On-Behalf Pension Contributions
- Title I, II, III, IX
- Tobacco-Use Prevention Education