

Rudolph Rivera Middle

945 Buena Vista Dr
Merced, CA 95348-2302
(209) 385-6680
Brian Ferguson, Principal
Dr. RoseMary Parga Duran, Superintendent



School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Rudolph Rivera Middle	District Name	Merced City Elementary
Street	945 Buena Vista Dr.	Phone Number	(209) 385-6600
City, State, Zip	Merced, CA, 95348-2302	Web Site	www.mcscd.k12.ca.us
Phone Number	(209) 385-6680	Superintendent	RoseMary Parga Duran
Principal	Brian Ferguson	E-mail Address	rpargaduran@mcscd.k12.ca.us
E-mail Address	bferguson@mcscd.k12.ca.us	CDS Code	24657716025696

School Description and Mission Statement (School Year 2010–11)

Rudolph Rivera was a district superintendent who believed in providing equal opportunities for all children. His dedication to children prompted the district to name the school in his honor. Rivera Middle School is a traditional calendar school serving grades six through eight and lies in the north-central part of the city of Merced. As its top priority, the entire staff strives to meet the social, emotional, and

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physical needs of students. Rivera Middle School is committed to ensuring that its students come away with a well-rounded educational experience that will serve them well in the future. Our mission is to help promote a community of lifelong learners, prepared to meet the demands and challenges of the 21st century. By educating students in alignment with the California Content Standards, we expect all students to achieve their maximum potential toward becoming informed citizens and productive members of our society. Rivera Middle School Vision Statements:

1. To meet and exceed API targets in all areas.
2. To increase the number of students who score Proficient or above on the California Standards Tests in reading/language arts and math.
3. To provide scientifically research-based interventions and acceleration opportunities for all students who require them.

Opportunities for Parental Involvement (School Year 2010–11)

Rivera presents many opportunities for parents to get involved with their child's educational experience. Right after school begins we conduct a Back to School Night where parents are given the opportunity to meet their child's teachers and become acquainted with the curriculum and expectations for the coming school year. Twice a year, we conduct Parent Conferences to give parents further opportunity to meet with the teachers. Parents are also informed about their child's progress by receiving quarterly progress reports from the teachers in addition to the report cards. Throughout the year, Rivera schedules parent education nights on various subjects relevant to parents of adolescents. We also have an active Parent Teacher Club and a School Site Council to give parents the opportunity to be presented with information, provide feedback to school officials and make decisions about spending priorities. Students of English learners also have to opportunity to participate in the English Learners Advisory Committee which provides information about programs here that help students master the English language while learning academic subjects. Parents of eighth grade students are advised throughout the year on their child's progress toward graduating in the Spring. Each Spring Rivera has an Open House for parents and students to come show off their accomplishments in their classrooms. Finally, parents are invited to the graduation ceremony where the three years of hard work by their child is finally celebrated by passage to high school and beyond.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	326
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	0
Grade 3	0	Grade 10	0
Grade 4	0	Grade 11	0
Grade 5	0	Grade 12	0
Grade 6	279	Ungraded Secondary	0
Grade 7	266	Total Enrollment	871

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Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	9.6%
American Indian or Alaska Native	0.0%
Asian	17.3%
Filipino	1.0%
Hispanic or Latino	52.2%
Native Hawaiian or Pacific Islander	0.3%
White	16.1%
Two or More Races	1.6%
Socioeconomically Disadvantaged	79.3%
English Learners	32.0%
Students with Disabilities	8.2%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.8	6	29	12	28.0	14	51	12	25.0	14	36	1
Mathematics	30.1	3	7	14	30.1	6	18	14	25.1	8	26	4
Science	31.9	1	7	11	31.2	2	15	10	28.1	3	24	3
Social Science	29.0	1	11	6	29.8	1	19	6	25.6	5	25	1

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

III. School Climate

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School Safety Plan (School Year 2010–11)

Our Crisis, Emergency, Disaster Preparedness Plan was last updated February, 2008 and prior to the 2003-2004 school year the entire school's evacuation route was revised and divided into three main staging areas; one located on each side of the school in the open playfields and the command center in front of the school. At least 30 new portable radios have been added to our communication system, with several aides and PE teachers assigned permanent radios in their rooms. To assist with the "Safe School Program," we have hired additional yard duty supervisors to man the two crosswalks in front of the school and at "R" St. A school anti-drug HELP counselor has been staffed by the district to assist with disciplinary issues and gang problems.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	17.0	17.8	16.41	10.4	12.2	13.0
Expulsions	.30	.30	.34	.20	1.7	1.0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Rivera has enacted an aggressive and proactive improvement, modernization and upkeep program aimed at providing a better and safer environment for students and staff. For example, prior to the beginning of the 2004-2005 school year, the teachers' workroom and staff lounge was doubled in size by removing a wall that separated the original space and a large office. Now, the staff has ample space to conduct small meetings, eat their meals and relax. The copying machines were relocated to provide better access and usability. During the year, the book storage room in room 14 was outfitted with book storage racks and a great deal of computer equipment, obsolete, broken and needless materials, tables and desks were removed by district personnel. Room 34 was cleaned and prepared for possible teacher usage and meetings. Wooden benches throughout the school were repaired and rooms 34 to 38 are undergoing repairs and repainting under the eaves. Chain link fencing in front of the school has been reinforced and repaired. Rubber chips were added under the pull bars on the playground field and additional electrical outlets and computer hubs will be added to four additional classrooms that we will be utilizing for Language Arts Reading intervention classes, Read 180. Additionally, summer modernization work will take place at Rivera. This will entail lowering sinks and widening center room pod doors to meet Federal and State standards for handicapped access, installing new white draw erase boards, replacing worn/damaged ceiling tiles, modernizing and updating the 7th and 8th grade boys/girls restrooms and the boys/girls PE locker room facilities and restrooms. An emergency exit door will be added to both PE areas. Fire alarms will be upgraded in rooms 1-12 and new air conditioning room units will be installed in room 7-12 and 13-16. Rooms 1 and 4 will have a permanent sound proof wall added with a door to facilitate teacher collaboration. Outlets and hubs and a computer shelf will be added to both sides of the new wall. New double wide student desks, replaced older, obsolete desk and chairs in approximately four classrooms. The QZAP modernization project was completed shortly after school started. Now room 14 is a science technology lab and room 16 is a science lab. Finally, the student office section of the administration building was modified with two additional windows to expedite and simplify student attendance and sales of student items; ie, PE clothes, yearbooks, etc.

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Recent renovations to the parking lot were made in 2009. The addition of the joint-use gym was completed in 2011.

School Facility Good Repair Status (School Year 2011–12)

Year and month in which data were collected: **December 3, 2011**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: Electrical			X		Outlet covers missing in restrooms and Room 30
Restrooms/Fountains: Restrooms, Sinks/Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		GOOD			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	36	35	28	437
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	2	1	3

Teacher Misassignments and Vacant Teacher Positions

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Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94.2	5.8
All Schools in District	97.6	2.4
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		871
Counselor (Social/Behavioral or Career	.80	

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Development)		
Library Media Teacher (librarian)	.60	
Library Media Services Staff (paraprofessional)	.875	
Psychologist	.60	
Social Worker		
Nurse	.31	
Speech/Language/Hearing Specialist	.40	
Resource Specialist (non-teaching)	1.0	
Other		

Note: Cells shaded in black do not require data.

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

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Literature & Language Arts, Holt, 2003	Yes	0
Mathematics	California Mathematics, Holt, 2008	Yes	0
Science	California Science, Holt, 2007	Yes	0
History-Social Science	Ancient World-World Explorer-American Journey, Holt, 2006	Yes	0
Foreign Language			
Health	Teen Health, Glencoe/McGraw, 1997	Yes	0
Visual and Performing Arts	Arts In Action, Holt, 1985	Yes	0

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Science Laboratory Equipment (grades 9-12)			
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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$5,113	\$1,558	\$3,555	\$69,244
District			\$4,216	\$73,601
Percent Difference – School Site and District			1.18	.05
State			\$5,455	\$69,419
Percent Difference – School Site and State			1.53	.002

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

In addition to general revenue funding from the State, the District receives state and federal categorical grants and allocations for special programs. This includes, but is not limited to the following categorical, special education, and support programs: Title I, Part A - Basic Grant, Title I, Program Improvement, Title II, Part A - Teacher Quality Title II, Part D - Technology Title III, Part A - Limited English Proficiency, Title IV, Part A - Safe and Drug Free Schools, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Class Size Reduction, Gifted and Talented Education, Economic Impact Aid and Quality Education Investment Act grant. Economic Impact Aid/State Compensatory Education & Economic Impact Aid/Limited English Proficient.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

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Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,212	\$41,692
Mid-Range Teacher Salary	\$72,129	\$68,251
Highest Teacher Salary	\$83,980	\$86,582
Average Principal Salary (Elementary)	\$106,504	\$108,334
Average Principal Salary (Middle)	\$104,126	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$175,000	\$180,492
Percent of Budget for Teacher Salaries	56.06%	42.00%
Percent of Budget for Administrative Salaries	7.87%	6.00%

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

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For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	48%	45%	50%	43%	45%	46%	49%	52%	54%
Mathematics	31%	32%	38%	42%	47%	50%	46%	48%	50%
Science	41%	50%	57%	40%	48%	49%	50%	54%	57%
History-Social Science	30%	38%	51%	28%	33%	41%	41%	44%	48%

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

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	46%	50%	49%	41%
All Students at the School	50%	38%	57%	51%
Male	44%	35%	60%	52%
Female	56%	41%	55%	50%
Black or African American	35%	21%	39%	47%
American Indian or Alaska Native				
Asian	57%	46%	74%	55%
Filipino	0%	0%	0%	0%
Hispanic or Latino	46%	35%	51%	46%

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Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	59%	46%	61%	59%
Two or More Races	80%	55%	0%	0%
Socioeconomically Disadvantaged	45%	35%	52%	44%
English Learners	6%	10%	35%	3%
Students with Disabilities	22%	17%	0%	12%
Students Receiving Migrant Education Services	35%	29%	0%	0%

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

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0.00%	0.00%	0.00%
7	20.20%	22.60%	35.40%
9	0.00%	0.00%	0.00%

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

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

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This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	4	4
Similar Schools	5	3	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	2	7	23
Black or African American			
American Indian or Alaska Native			
Asian	7	22	20
Filipino			
Hispanic or Latino	16	-1	24
Native Hawaiian or Pacific Islander			
White	-21	17	7
Two or More Races	N/D		
Socioeconomically Disadvantaged	10	1	22
English Learners	14	2	23
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	788	759	7,946	763	4,683,676	778
Black or African American	73	687	469	688	317,856	696
American Indian or Alaska Native	0		25	870	33,774	733
Asian	142	812	895	802	398,869	898
Filipino	9		61	932	123,245	859
Hispanic or Latino	415	732	4,829	738	2,406,749	729
Native Hawaiian or Pacific Islander	3		18	761	26,953	764
White	126	799	1,436	826	1,258,831	845
Two or More Races	14	914	153	840	76,766	836
Socioeconomically Disadvantaged	616	730	6,249	734	2,731,843	726
English Learners	241	697	2,790	712	1,521,844	707
Students with Disabilities	72	533	759	557	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		77.8%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every year specific days are dedicated to staff development for teachers and other professional staff. Credentialed/licensed staff members receive training in core curricular areas, instructional strategies and technology integration. District conducted staff development include:

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2008-2009

K-5 California Mathematics
6-8 Holt California
CELDT Training
CPR Training/First Aid
Soar To Success
Math/Destination
Math/Expressions
Fast Forward
Read 180
Data Director

2009-2010

Special Education Staff Development: 3 days
Special Education SETPD: 4 days
Autism: 3 days
New Teacher Orientation: 2 days
Datworks Step Up academy: 10 days
English Learner Professional Development: 5 days
DataDirector Assessment: 1 day
Houghton Mifflin Math: 3 days
Holt Math: 3 days
Core + 30: 1 day
Explicit Direct Instruction: 4 days
Strategic Schooling: 4 days
SETPD English Learners: 5 days
English Learners Language Arts West Ed: 5 days
Coach Training: 18 days
CELDT Support Coaching: 10 days
Benchmark/Pacing Committee: 2 day

2010-2011

CELDT Support Training: 3 days
READ 180 System 44: 4 days
Houghton Mifflin Mathematics Training: 10 days
Muir QEIA Training: 3 days
New Teacher Orientation: 2 days
DataDirector Training: 5 days
Professional Learning Communities Training Solution Tree: 2 days
Crisis Prevention Intervention: 2 days
DataWorks Explicit Direct Instruction Lesson Design Textbook Correlation: 9 days
DataWORKS Instructional Leadership Instructional Effectiveness: 8 days
DataWorks Concept & Skill Development Workshop: 2 days
DataWorks Lesson Design & Lesson Study: 9 days
DataWorks Administrators' Institute: 18 days
MCOE Academic Performance Survey Training: 2 days
Positive Behavioral Intervention Support Training: 6 days
Autism Spectrum Disorder Training: 6 days
English Learners Language Arts WestED: 3 days
EL Identification & Assessment Training: 1 day
State Testing Training: 3 days
English Language Arts Houghton Mifflin Medallions/ELD Training: 4 days
District Progress Assessment/Pacing Committee: 4 days
CPR/First Aid Training: 1 day
P-16 Math Forum: 1 day