Rudolph Rivera Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Rudolph Rivera Middle School
Street	945 Buena Vista Drive
City, State, Zip	Merced, CA 95348
Phone Number	209-385-6680
Principal	Mystee Schindler
Email Address	MSchindler@mcsd.k12.ca.us
School Website	https://www.mcsd.k12.ca.us/RiveraMS/
Grade Span	7-8
County-District-School (CDS) Code	24657716025696

2024-25 District Contact Information

District Name	Merced City School District
Phone Number	(209) 385-6600
Superintendent	Julianna Stocking
Email Address	JStocking@mcsd.k12.ca.us
District Website	www.mcsd.k12.ca.us

2024-25 School Description and Mission Statement

Rivera Middle School is committed to empowering all students to reach their full potential. By fostering a supportive and inclusive learning environment, we provide equitable access to high-quality instruction that values and builds upon each student's unique talents and passions. We guide students towards academic mastery while nurturing their critical thinking, resilience, and confidence, preparing them to excel in their education and contribute meaningfully to society.

Rivera's mascot is a knight and our motto is A.R.M.O.R., Achievement, Respect, Motivation, Organization, and Responsibility.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	312
Grade 8	295
Total Enrollment	607

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.2
Non-Binary	0.3
American Indian or Alaska Native	0.2
Asian	14.5
Black or African American	6.4
Filipino	2
Hispanic or Latino	61.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.8
White	9.7
English Learners	11.7
Foster Youth	1.5
Homeless	1.6
Migrant	0.2
Socioeconomically Disadvantaged	86
Students with Disabilities	9.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.70	71.85	393.10	92.33	228366.10	83.12
Intern Credential Holders Properly Assigned	0.30	1.41	3.30	0.78	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	15.90	7.00	1.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.40	0.33	12115.80	4.41
Unknown/Incomplete/NA	2.50	10.80	20.80	4.90	18854.30	6.86
Total Teaching Positions	23.30	100.00	425.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.50	92.98	419.70	95.88	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.80	1.34	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.60	6.98	4.40	1.02	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.30	0.31	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	6.30	1.45	15831.90	5.67
Total Teaching Positions	23.20	100.00	437.70	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.50	88.22	403.90	93.43	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.80	1.35	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.70	11.74	16.30	3.79	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.40	0.10	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	5.70	1.33	14303.80	5.15
Total Teaching Positions	23.30	100.00	432.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	3.70	1.60	2.7
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	3.70	1.60	2.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.90	8.8	13.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.80	3.5	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: (May 2016) Grades TK-8 Wonders with Integrated ELD World of Wonders Wonder Works Study Sync Flex	Yes	0.0
Mathematics	McGraw Hill California Math: (February 2015) Course 2 & 3 Glencoe Math Accelerated McGraw-Hill Accelerated Math Digital McGraw-Hill Connecting Math Concepts	Yes	0.0
Science	Discovery Science TechBook (July 2020) Grades 7-8	Yes	0.0
History-Social Science	National Geographic Learning, National Geographic World History (May 2019) Grades 7-8	Yes	0.0
Foreign Language	N/A		0.0
Health	Glencoe/McGraw Hill Teen Health (1997)	No	0.0
Visual and Performing Arts	Holt Arts in Action (1985)	No	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

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

School Facility Conditions and Planned Improvements

The core facilities of Rivera Middle School (RMS) were originally constructed in 1968. In coordination with the opening of adjacent Rivera Elementary in 2015, the main administration offices for both schools are housed within the converted 6-

School Facility Conditions and Planned Improvements

classroom building B. The RMS library and student services building K, classroom buildings M and N, and the multi-purpose room (MPR) are shared with Rivera Elementary and have not undergone significant modernization. The MPR was originally designed as a small gym/locker-room facility with a smaller speed-line kitchen service amenities and student restrooms, classroom buildings S and T, and eight portable classrooms providing a total of 24 classrooms. A large 8,500-square-foot gymnasium with full locker rooms, storage, and restrooms was constructed in 2012 as a joint-use facility shared on a limited basis with the City of Merced. In 2019, 4-classroom building S was upgraded with new technology, lighting and electrical systems, new doors/windows, as interior finishes, sinks/plumbing, casework, and storage of the original computer lab and home economics classrooms were completely rebuilt into versatile STEAM classrooms with many features including a green-screen production studio space and coordinated technology lab furnishings. The project also included a significant transformation of the school's interior commons area which features a large 60'x40' custom metal shade and gathering shelter for students to utilize for outdoor learning, social gatherings, and an eating area with lighting for evening events and performances. As RMS enrollment is poised for continued growth, three new portables were added in 2021 along with associated accessibility and fire/life-safety infrastructure requirements. Most recently, 21st Century technology upgrades were completed in 2021 in all 21 classrooms. Planned improvements include the completion of limited irrigation system and fencing upgrades, re-roofing of buildings S, T, and M, as well as classroom interior upgrades in buildings M, N, and T, as well as the library. Additionally, the construction of 3 to 5 new permanent classrooms for science and math is recommended to address anticipated enrollment growth by 2025 and the aging of portable classrooms. The Facility Inspection occurred on 8/23/24.

Year and month of the most recent FIT report	August 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None
Interior: Interior Surfaces		X		Kitchen: stained ceiling tile and one ceiling tile out of place. Library: water-stained ceiling tile near the exit.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None
Electrical	X			Gym: the storage in the office electrical closet needs to have items removed and kept away from the transformers.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Gym: the water fountain is not working. Room 7: leaking faucet. Restroom by Room 9: leaking toilet in boy's restroom and the floor is chipping and peeling. Restrooms by Room 1: leaking toilet in the girl's restroom.
Safety: Fire Safety, Hazardous Materials		X		Room 1: storage room does not have an "NOT AN EXIT" sign. Room 11: no fire extinguisher. Room 16: walls are covered with paper in over 50% of the room.
Structural: Structural Damage, Roofs	X			None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	37	38	32	33	46	47
Mathematics (grades 3-8 and 11)	16	15	21	21	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	590	572	96.95	3.05	37.89
Female	278	268	96.40	3.60	39.10
Male	311	303	97.43	2.57	36.63
American Indian or Alaska Native	--	--	--	--	--
Asian	88	87	98.86	1.14	54.02
Black or African American	41	40	97.56	2.44	10.00
Filipino	11	11	100.00	0.00	63.64
Hispanic or Latino	362	346	95.58	4.42	35.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	31.03
White	57	57	100.00	0.00	45.61
English Learners	71	63	88.73	11.27	7.94
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	9.09
Military	--	--	--	--	--
Socioeconomically Disadvantaged	514	500	97.28	2.72	34.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	55	98.21	1.79	7.41

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	591	580	98.14	1.86	15.17
Female	278	273	98.20	1.80	10.62
Male	312	306	98.08	1.92	19.28
American Indian or Alaska Native	--	--	--	--	--
Asian	88	88	100.00	0.00	18.18
Black or African American	41	39	95.12	4.88	0.00
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	362	353	97.51	2.49	13.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	17.24
White	58	58	100.00	0.00	25.86
English Learners	71	70	98.59	1.41	0.00
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	515	505	98.06	1.94	12.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	56	55	98.21	1.79	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	19.00	16.49	16.03	17.75	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	286	279	97.55	2.45	16.49
Female	117	115	98.29	1.71	9.57
Male	169	164	97.04	2.96	21.34
American Indian or Alaska Native	0	0	0	0	0
Asian	44	44	100.00	0.00	22.73
Black or African American	13	12	92.31	7.69	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	179	173	96.65	3.35	13.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	14	100.00	0.00	7.14
White	30	30	100.00	0.00	26.67
English Learners	33	32	96.97	3.03	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	246	240	97.56	2.44	13.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	29	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	N/A	N/A	N/A	N/A	N/A
Grade 7	89.4	49.8	94.9	95.5	86.5
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

The Merced City School District recognizes parents as their child's first teachers and encourages parents to participate in the educational program of their children. Many opportunities exist for parents to participate in the decision-making process at Rivera Middle School. Parents elected to the School Site Council advise the administration of the school, and are an integral part of the decision-making process for school initiatives. A parent from each school site is selected to represent the school as a member of the LCAP PAC. Parents of English Learners may participate in Rivera Middle School's English Learner Advisory Committee. The English Learner Advisory Committee advises the administration regarding the English Language Development program and matters relevant to English Learner students. A member of this committee is selected to represent Rivera Middle School at the District English Learner Advisory Committee. Parents, teachers, and students participate in fundraisers and other school events to benefit the student body, and further build the relationship of the school with parents and students. Though participation looks different this year due to the COVID-19 pandemic, we are actively exploring ways for parents to stay involved and connected. Common opportunities for parental involvement include Back to School Night, Parent-Teacher Conferences, recognition/awards ceremonies, seasonal events, Open House, academic fairs, as well as student performances. Additional opportunities to participate in district-wide Local Control Accountability Plan (LCAP) forums are shared with the parent population.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	689	643	187	29.1
Female	326	305	96	31.5
Male	361	336	89	26.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	95	91	9	9.9
Black or African American	49	44	23	52.3
Filipino	12	12	2	16.7
Hispanic or Latino	428	397	124	31.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	17	4	23.5
White	68	64	22	34.4
English Learners	98	90	28	31.1
Foster Youth	18	12	8	66.7
Homeless	17	11	7	63.6
Socioeconomically Disadvantaged	597	561	175	31.2
Students Receiving Migrant Education Services	11	11	3	27.3
Students with Disabilities	68	66	25	37.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.6	14.76	14.66	4.1	4.64	4.92	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.15	0	0.58	0.03	0.01	0.11	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.66	0.58
Female	14.42	0.00
Male	14.96	1.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.16	0.00
Black or African American	34.69	0.00
Filipino	16.67	0.00
Hispanic or Latino	12.38	0.70
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	22.06	1.47
English Learners	6.12	0.00
Foster Youth	38.89	0.00
Homeless	11.76	0.00
Socioeconomically Disadvantaged	16.42	0.50
Students Receiving Migrant Education Services	9.09	0.00
Students with Disabilities	17.65	1.47

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Rivera Middle School provides a positive, safe, and maintained environment and facilities for students, staff, and community members. A Comprehensive School Safety Plan that addresses safety concerns through a systematic planning process has been reviewed with local law enforcement, parents, students, teachers, administrators, classified employees, and other people

2024-25 School Safety Plan

who may be interested in the prevention of campus crime and violence. As defined by Education Code 32280, a safety plan is a plan to develop strategies aimed at the prevention of, and education about, potential violence on the school campus. The Comprehensive School Safety Plan also addresses appropriate strategies that will provide or maintain a high level of school safety and addresses the school's procedures for complying with existing laws related to school safety. This includes topics such as disaster procedures, bullying, fire and other safety drills, procedures that ensure students have access to a safe place to learn, and more. The Comprehensive School Safety Plan was reviewed, updated, and discussed with school faculty by January 2025.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	11	17	2
Mathematics	30		17	1
Science	30		17	1
Social Science	30		16	2

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	15	3
Mathematics	31		15	3
Science	32		12	6
Social Science	32		15	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	15	10	9
Mathematics	33		8	10
Science	33		9	9
Social Science	33		9	9

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	607

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.2
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9771.52	2022.97	7748.55	99101.92
District	N/A	N/A	105223.05	95427.48
Percent Difference - School Site and District	N/A	N/A	-172.6	3.8
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2023-24 Types of Services Funded

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 II, Part A - Teacher Quality, Title III, Part A - Limited English Proficiency, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Title IV, Part A - Student Support and Academic Enrichment, Gifted and Talented Education, Local Control Funding Formula Base, Supplemental and Concentration Grants and Grade Span Adjustment.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$57,551	$58,553
Mid-Range Teacher Salary	$96,254	$93,924
Highest Teacher Salary	$115,555	$119,489
Average Principal Salary (Elementary)	$141,781	$149,898
Average Principal Salary (Middle)	$141,781	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$260,000	$270,432
Percent of Budget for Teacher Salaries	31.16	31.93
Percent of Budget for Administrative Salaries	5.48	5.62

Professional Development

Over the past year, the Merced City School District (MCSD) has provided comprehensive professional development to all certificated staff, administrators, and instructional assistants, ensuring ongoing support for teaching and learning. This development aligns with the district's mission to deliver high-quality instruction, promote mastery of academics, nurture student confidence, and foster inclusive learning environments. It also directly supports the district's Key Areas of Focus: Academic

Professional Development

Achievement, a Strengths-Based Approach, and Collaborating in Service to Students.

This school year, MCSD has committed over one hundred days to high-quality staff development, reinforcing our dedication to continuous growth and improvement. The professional learning sessions have been accompanied by practical modeling, demonstrations, and follow-up with observation, coaching, and feedback. These efforts have been carried out across our fourteen elementary schools, four middle schools, thirteen preschools, and the Community Day School, ensuring a broad district-wide impact.

A key focus of this year's professional development has been the implementation of evidence-based strategies, particularly in structured reading, grounded in the Science of Reading principles. This emphasis aims to strengthen both Tier 1/Core instruction and Tier 2/Intervention across all grade levels and subject areas. By enhancing foundational reading skills and providing targeted interventions, MCSD aims to support improved academic outcomes for all students, ensuring a solid academic foundation and continued progress throughout the year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	150	141	171