Rudolph Rivera Middle School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 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://riverams.mercedcsd.org/
Grade Span	7-8
County-District-School (CDS) Code	24657716025696

2025-26 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	https://www.mercedcsd.org/

2025-26 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	303
Grade 8	305
Total Enrollment	608

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.5
Male	48.5
American Indian or Alaska Native	0.3
Asian	15.8
Black or African American	7.4
Filipino	1.6
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	0.3
Two or More Races	2.3
White	9.9
English Learners	11.8
Foster Youth	1.2
Homeless	0.8
Migrant	1
Socioeconomically Disadvantaged	83.1
Students with Disabilities	9.4

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.

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)	21.5	92.98	419.7	95.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.8	1.34	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	6.98	4.4	1.02	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.3	0.31	11953.1	4.28
Unknown/Incomplete/NA	0	0	6.3	1.45	15831.9	5.67
Total Teaching Positions	23.2	100	437.7	100	279044.8	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.

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)	20.5	88.22	403.9	93.43	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	5.8	1.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.7	11.74	16.3	3.79	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.4	0.1	11746.9	4.23
Unknown/Incomplete/NA	0	0	5.7	1.33	14303.8	5.15
Total Teaching Positions	23.3	100	432.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	17.8	76.89	436.5	89.55	230039.4	100
Intern Credential Holders Properly Assigned	1.5	6.76	16.4	3.37	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	12.35	23.3	4.79	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.4	0.09	12112.8	4.34
Unknown/Incomplete/NA	0.9	3.96	10.6	2.19	13705.8	4.91
Total Teaching Positions	23.2	100	487.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.60	2.7	2.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.60	2.7	2.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.8	13.3	11.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.5	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	0.0
Science	Discovery Science TechBook (July 2020) Grades 7-8	0.0
History-Social Science	National Geographic Learning, National Geographic World History (May 2019) Grades 7-8	0.0
Foreign Language	N/A	0.0
Health	Glencoe/McGraw Hill Teen Health (1997)	0.0
Visual and Performing Arts	Holt Arts in Action (1985)	0.0
Science Laboratory Equipment (grades 9-12)	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 the adjacent Rivera Elementary in 2015, the main administration offices for both schools are housed within the converted 6-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

School Facility Conditions and Planned Improvements

designed as a small gym/locker room facility with a small speed-line kitchen, amenities, and student restrooms, along with 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, the 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, featuring a large 60'x40' custom metal shade and gathering shelter for students to use 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, upgrades to 21st-century technology were completed in 2021 across all 21 classrooms. Planned improvements include completing a limited irrigation system and fencing upgrades; re-roofing buildings S, T, and M; and 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 9/17/25.

Year and month of the most recent FIT report	September 2025

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	38	36	33	35	47	48
Mathematics (grades 3-8 and 11)	15	14	21	22	35	37

2024-25 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	625	606	96.96	3.04	36.30
Female	317	307	96.85	3.15	41.04
Male	308	299	97.08	2.92	31.44
American Indian or Alaska Native	--	--	--	--	--
Asian	96	95	98.96	1.04	52.63
Black or African American	50	46	92.00	8.00	13.04
Filipino	--	--	--	--	--
Hispanic or Latino	375	365	97.33	2.67	31.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	37.04
White	62	59	95.16	4.84	52.54
English Learners	63	61	96.83	3.17	4.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	546	527	96.52	3.48	32.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	64	94.12	5.88	9.38

2024-25 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	625	600	96.00	4.00	14.33
Female	317	304	95.90	4.10	13.16
Male	308	296	96.10	3.90	15.54
American Indian or Alaska Native	--	--	--	--	--
Asian	96	95	98.96	1.04	24.21
Black or African American	50	43	86.00	14.00	4.65
Filipino	--	--	--	--	--
Hispanic or Latino	375	363	96.80	3.20	9.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	18.52
White	62	58	93.55	6.45	27.59
English Learners	63	61	96.83	3.17	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	546	521	95.42	4.58	11.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	68	63	92.65	7.35	3.17

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.49	21.84	17.75	19.06	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	306	293	95.75	4.25	21.84
Female	155	148	95.48	4.52	16.89
Male	151	145	96.03	3.97	26.90
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	18.18
Black or African American	29	27	93.10	6.90	14.81
Filipino	--	--	--	--	--
Hispanic or Latino	187	177	94.65	5.35	19.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	42.86
White	26	25	96.15	3.85	36.00
English Learners	24	24	100.00	0.00	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	261	248	95.02	4.98	17.34
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	31	30	96.77	3.23	3.33

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.

2024-25 California Physical Fitness Test Participation Rates

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 7	88.9%	94.1%	91.0%	93.2%	93.2%

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.

2025-26 Opportunities for Parental Involvement

The Merced City School District recognizes parents as their children’s first teachers and encourages parents to participate in their children's educational programs. There are many opportunities for parents to participate in the decision-making process at Rivera Middle School. Parents elected to the School Site Council advise the school administration and are integral to 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 strengthen relationships among the school, parents, and students. Common opportunities for parental involvement include Back-to-School Night, Parent-Teacher Conferences, recognition/awards ceremonies, seasonal events, Open House, academic fairs, and student performances. Additional opportunities to participate in district-wide Local Control Accountability Plan (LCAP) forums are shared with the parent population.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	693	653	166	25.4
Female	363	335	85	25.4
Male	330	318	81	25.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	101	97	11	11.3
Black or African American	60	52	24	46.2
Filipino	12	11	0	0.0
Hispanic or Latino	416	397	98	24.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	17	15	3	20.0
White	70	65	22	33.8
English Learners	102	92	22	23.9
Foster Youth	12	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	613	578	158	27.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	79	73	36	49.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
14.76	14.66	13.85	4.64	4.92	6.01	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0.58	0	0.01	0.11	0.07	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	13.85	0.00
Female	10.19	0.00
Male	17.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.97	0.00
Black or African American	26.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	14.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.88	0.00
White	21.43	0.00
English Learners	10.78	0.00
Foster Youth	16.67	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	15.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	24.05	0.00

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.

2025-26 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 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 2026.

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	0	15	3
Science	32	0	12	6
Social Science	32	0	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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	26	9	9	9
Mathematics	32		9	11
Science	33		7	11
Social Science	33		9	9

2024-25 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

2024-25 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)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	0.2
Nurse	0.5
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11,365.35	2,575.55	8,789.80	120,959.96
District	N/A	N/A	105223.05	$116,502
Percent Difference - School Site and District	N/A	N/A	-169.2	3.8
State	N/A	N/A	$11,146	$101,700
Percent Difference - School Site and State	N/A	N/A	-23.6	17.3

Fiscal Year 2024-25 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, Proposition 28 – Arts & Music in Schools; Expanded Learning Opportunity Program.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$68,682	$61,597
Mid-Range Teacher Salary	$114,870	$98,902
Highest Teacher Salary	$137,063	$126,340
Average Principal Salary (Elementary)	$169,967	$158,383
Average Principal Salary (Middle)	$169,967	$165,207
Average Principal Salary (High)		$162,237
Superintendent Salary	$240,000	$288,332
Percent of Budget for Teacher Salaries	29.96%	31.29%
Percent of Budget for Administrative Salaries	4.94%	5.38%

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: Literacy, Safety, and Relationships.

Professional Development

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 broad district-wide impact.

A key focus of this year's professional development continued to be 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. Additionally, professional development was focused on new supplemental curriculum to support our most striving readers: Handwriting without Tears and Learning Ally. Finally, the district contracted to provide Administrator Training through Center for Model Schools for 9 days plus site-based coaching at all 18 schools for four (4) days each, as well as Universal Design for Learning through Novak Education at all 18 sites for four (4) days each during the 2025-2026 school year.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	141	171	237