# Rudolph Rivera Elementary 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 Elementary School |
| **Street** | 945 Buena Vista Drive |
| **City, State, Zip** | Merced, CA 95348 |
| **Phone Number** | 209-724-2550 |
| **Principal** | Anthony Arista |
| **Email Address** | Jarista@mcsd.k12.ca.us |
| **School Website** | https://riveraes.mercedcsd.org/ |
| **Grade Span** | K-6 |
| **County-District-School (CDS) Code** | 24657710131664 |

## 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 Elementary School, located in Merced, California, is committed to empowering all students to reach their full potential through a safe, inclusive, and academically rigorous learning environment. Guided by our mission to foster critical thinking, effective communication, and responsible citizenship, Rivera provides equitable access to high-quality instruction that values each student's unique talents, passions, and strengths. Our dedicated staff works collaboratively as a professional learning community to implement research-based instructional practices aligned to the Common Core State Standards. Student progress is regularly monitored through formative and summative assessments to ensure that the diverse needs of all learners, including English Learners, students requiring targeted intervention, and advanced learners, are met. Rivera's school climate is well-maintained, healthy, and nurturing, emphasizing emotional and physical safety while recognizing and celebrating individual

## 2025-26 School Description and Mission Statement

effort and achievement.

Proudly represented by our dragon mascot, Rivera Elementary lives by the motto F.I.R.E.: Friendship, Integrity, Respect, and Excellence, which serves as the foundation of our school culture and expectations. Students are encouraged to take ownership of their learning by setting personal academic goals and actively monitoring their progress alongside their teachers. Strong partnerships with families and the community further support student success through meaningful communication and parent educational opportunities that enhance both academic achievement and family growth. These shared commitments reflect Rivera Elementary School's dedication to continuous improvement, future growth, and ensuring academic success for every child as we prepare students to excel in their education and contribute positively to society.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 167 |
| **Grade 1** | 117 |
| **Grade 2** | 124 |
| **Grade 3** | 123 |
| **Grade 4** | 122 |
| **Grade 5** | 134 |
| **Grade 6** | 130 |
| **Total Enrollment** | 917 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 48.5 |
| **Male** | 51.4 |
| **Non-Binary** | 0.1 |
| **American Indian or Alaska Native** | 0.2 |
| **Asian** | 12.4 |
| **Black or African American** | 8.4 |
| **Filipino** | 1.3 |
| **Hispanic or Latino** | 64.1 |
| **Native Hawaiian or Pacific Islander** | 0.1 |
| **Two or More Races** | 4.5 |
| **White** | 7.5 |
| **English Learners** | 8 |
| **Foster Youth** | 0.7 |
| **Homeless** | 1.3 |
| **Migrant** | 0.3 |
| **Socioeconomically Disadvantaged** | 75.8 |
| **Students with Disabilities** | 8.8 |

## 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)** | 30.7 | 98.46 | 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)** | 0 | 0 | 4.4 | 1.02 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0.4 | 1.54 | 1.3 | 0.31 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 0 | 0 | 6.3 | 1.45 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 31.2 | 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)** | 31 | 96.88 | 403.9 | 93.43 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 1 | 3.12 | 5.8 | 1.35 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 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** | 32 | 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)** | 32.4 | 86.36 | 436.5 | 89.55 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 2 | 5.32 | 16.4 | 3.37 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 3.1 | 8.29 | 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 | 0 | 10.6 | 2.19 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 37.6 | 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 | 1 |
| **Misassignments** | 0.00 | 0 | 0.1 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 0 | 3.1 |

## 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** | 0.40 | 0 | 0 |
| **Local Assignment Options** | 0.00 | 0 | 0 |
| **Total Out-of-Field Teachers** | 0.40 | 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) | 0 | 0 | 1.7 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 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<br>Wonders with Integrated ELD<br>World of Wonders<br>Wonder Works<br>Study Sync<br>Flex | 0.0 |
| **Mathematics** | Houghton Mifflin Harcourt Go Math (February 2015) Grades K-6 | 0.0 |
| **Science** | TWIG Science (July 2021) Grades TK-5<br>Discovery Science CA Science Techbook (July 2021) Grade 6 | 0.0 |
| **History-Social Science** | Teacher Created Materials (May 2019) Grades K-5<br>National Geographic Learning, National Geographic World History (May 2019) Grade 6 | 0.0 |
| **Foreign Language** | N/A | |
| **Health** | Health Wave (1997) Grades K-5<br>Glencoe/McGraw Hill Teen Health (October 1997) Grade 6 | 0.0 |
| **Visual and Performing Arts** | Holt Arts in Action(1985) | 0.0 |
| **Science Laboratory Equipment (grades 9-12)** | N/A | |

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

## School Facility Conditions and Planned Improvements

Rudolph Rivera Elementary School has continued to grow and evolve to meet the needs of its students and families since opening in 2015, serving Pre-K through 6th grade. The school was established following the construction of 18 permanent

## School Facility Conditions and Planned Improvements

classrooms across three buildings on the eastern portion of a 22-acre site originally designed for Rivera Middle School. The campus provides essential student and family supports through administration, health services, office spaces, and a library housed within a converted classroom building originally constructed in 1968, and benefits from shared-use facilities that allow the district to maximize resources efficiently, including a portable band room built in 2015, additional classrooms in Buildings M and N, and connected parking areas. As enrollment has steadily increased, Rivera has expanded student housing by adding portable classrooms and currently uses 10 portables, including units added in 2018, ensuring students continue to have access to learning spaces that support instructional needs. The District has also made consistent investments to modernize and maintain the campus, including cafeteria repainting and exterior signage upgrades in 2018–19, and major facility improvements in 2021, such as re-roofing key buildings and upgrading classroom technology in the majority of instructional spaces. That same year, the creation of additional confidential office spaces strengthened the school's ability to provide expanded counseling, intervention, and speech therapy support for students. Most recently, Rivera Elementary demonstrated excellent facility conditions and strong overall campus maintenance through the State of California Facility Inspection Tool (FIT) inspection completed on January 2, 2026 (finalized January 5, 2026), which evaluated 115 areas across the school. Rivera earned an overall score of 97.89% with a school rating of "Good," confirming the campus is maintained in strong repair, with key systems, including structural components, roofs, safety systems, and school grounds, rated overwhelmingly in good condition. Any noted deficiencies were minor, isolated, and manageable and will be addressed through the District's work order process to ensure the campus remains safe, functional, and well-maintained. Looking ahead, planned improvements include replacing aging playground equipment with three new play structures featuring built-in shade and upgraded fall-safe surfacing, while the District continues exploring long-term solutions for projected enrollment growth to ensure Rivera's infrastructure, including restrooms, play areas, cafeteria seating, and food service capacity, can sustainably support both instructional programming and essential student services. The School Facility inspection occurred on 1/2/2026

| | |
|---|---|
| **Year and month of the most recent FIT report** | January 2026 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | N/A |
| **Interior:**<br>Interior Surfaces | X | | | Classroom M07:<br>4: (D) Ceiling tiles have holes or stains<br>7: (D) Improper usage of surge protectors or daisy chain of surge protectors<br>Classroom M08:<br>4: (D) Holes appear in the flooring<br>5: (D) Light fixtures are NOT working properly<br>Carpet stained<br>Classroom N22:<br>4: (D) Walls appear to have hazards from tears and holes<br>5: (D) Fewer than five percent of the bulbs have burned out<br>Classroom N23:<br>4: (D) Evidence of water damage (E.g. condensation, dampness, staining, warping, peeling, mineral deposits, etc.)<br>5: (D) Light fixtures are NOT working properly<br>Gym L56:<br>4: (D) Walls appear to have hazards from tears and holes |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | 26:<br>5: (D) Light fixtures are NOT working properly<br>7: (D) Improper usage of surge protectors or daisy chain of surge protectors<br>27:<br>5: (D) Fewer than five percent of the bulbs have burned out<br>28:<br>5: (D) Light fixtures are NOT working properly |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | 10: Access to panel blocked<br>11: (D) Materials labeled "keep out of reach of children" are within reach of children<br>29:<br>5: (D) Light fixtures are NOT working properly<br>(D) Fewer than five percent of the bulbs have burned out<br>30:<br>5: (D) Light fixtures are NOT working properly<br>Classroom F13:<br>5: (D) Fewer than five percent of the bulbs have burned out<br>Classroom M08:<br>4: (D) Holes appear in the flooring<br>5: (D) Light fixtures are NOT working properly<br>Carpet stained<br>Classroom N22:<br>4: (D) Walls appear to have hazards from tears and holes<br>5: (D) Fewer than five percent of the bulbs have burned out<br>Classroom N23:<br>4: (D) Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)<br>5:<br>(D) Light fixtures are NOT working properly<br>Serving Area L64:<br>5: (D) Fewer than five percent of the bulbs have burned out |
| **Electrical** | X | | | 26:<br>5: (D) Light fixtures are NOT working properly<br>7: (D) Improper usage of surge protectors or daisy chain of surge protectors<br>Classroom J32:<br>7: (D) Improper usage of surge protectors or daisy chain of surge protectors<br>Classroom J33:<br>7: (D) Improper usage of surge protectors or daisy chain of surge protectors<br>Classroom M07:<br>4: (D) Ceiling tiles have holes or stains<br>7: (D) Improper usage of surge protectors or daisy chain of surge protectors<br>Classroom M09:<br>7: (D) Lighting does not appear to be adequate<br>(D) There is an unusual hum or noise from the light fixtures |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | Classroom E11:<br>9: (D) Water pressure is inadequate<br>Men's Restroom F110:<br>9: (D) Water pressure is inadequate<br>Women's Restroom F111:<br>9: (D) Water pressure is inadequate |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | 28:<br>5: (D) Light fixtures are NOT working properly |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| | | | | 10: Access to panel blocked<br>11: (D) Materials labeled "keep out of reach of children" are within reach of children<br>Classroom E08:<br>10: Extinguisher access blocked<br>Flex Room B02:<br>10: Lights covered with cloth |
| **Structural:**<br>Structural Damage, Roofs | X | | | N/A |
| **External:**<br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Work Room F106:<br>15: (D) Doors are NOT functional and do NOT open, close, and lock as designed,( unless there is a valid reason) leaking oil rm 14 |

## 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) | 34 | 36 | 33 | 35 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 18 | 17 | 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** | 511 | 503 | 98.43 | 1.57 | 36.38 |
| **Female** | 245 | 242 | 98.78 | 1.22 | 45.45 |
| **Male** | 264 | 259 | 98.11 | 1.89 | 27.80 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 64 | 64 | 100.00 | 0.00 | 34.38 |
| **Black or African American** | 44 | 43 | 97.73 | 2.27 | 34.88 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 331 | 325 | 98.19 | 1.81 | 35.69 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 27 | 27 | 100.00 | 0.00 | 37.04 |

| | | | | | |
|---|---|---|---|---|---|
| **White** | 35 | 34 | 97.14 | 2.86 | 35.29 |
| **English Learners** | 41 | 39 | 95.12 | 4.88 | 7.69 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 410 | 403 | 98.29 | 1.71 | 36.23 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 54 | 53 | 98.15 | 1.85 | 7.55 |

## 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** | 511 | 505 | 98.83 | 1.17 | 16.83 |
| **Female** | 245 | 244 | 99.59 | 0.41 | 13.93 |
| **Male** | 264 | 259 | 98.11 | 1.89 | 19.69 |
| **American Indian or Alaska Native** | -- | -- | -- | -- | -- |
| **Asian** | 64 | 64 | 100.00 | 0.00 | 18.75 |
| **Black or African American** | 44 | 43 | 97.73 | 2.27 | 6.98 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 331 | 327 | 98.79 | 1.21 | 17.13 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 27 | 27 | 100.00 | 0.00 | 14.81 |
| **White** | 35 | 34 | 97.14 | 2.86 | 17.65 |
| **English Learners** | 41 | 41 | 100.00 | 0.00 | 4.88 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |

| | | | | | |
|---|---|---|---|---|---|
| **Socioeconomically Disadvantaged** | 410 | 405 | 98.78 | 1.22 | 14.81 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 54 | 53 | 98.15 | 1.85 | 1.89 |

## 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) | 16.39 | 11.63 | 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** | 131 | 129 | 98.47 | 1.53 | 11.63 |
| **Female** | 64 | 64 | 100.00 | 0.00 | 12.50 |
| **Male** | 66 | 64 | 96.97 | 3.03 | 10.94 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 12 | 12 | 100.00 | 0.00 | 8.33 |
| **Black or African American** | 13 | 13 | 100.00 | 0.00 | 7.69 |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 85 | 84 | 98.82 | 1.18 | 13.10 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 11 | 11 | 100.00 | 0.00 | 0.00 |
| **White** | -- | -- | -- | -- | -- |
| **English Learners** | 13 | 13 | 100.00 | 0.00 | 0.00 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 107 | 105 | 98.13 | 1.87 | 9.52 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 11 | 10 | 90.91 | 9.09 | -- |

# 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 5** | 86.7% | 89.5% | 90.2% | 71.3% | 90.2% |

## 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

Parent and family involvement is a vital component of the overall success of Rivera Elementary School. We believe that strong partnerships between home and school enhance student learning, strengthen our school community, and support academic achievement. Rivera Elementary operates as a professional learning community, providing a rigorous, standards-based core curriculum while recognizing parents and guardians as essential partners in their child's education. By working collaboratively with families, we create a shared responsibility for student success and ensure that each child is supported both academically and socially.

We actively encourage all parents and guardians to participate in school activities and decision-making opportunities that help guide and strengthen our educational program. Families are informed of involvement opportunities in both English and Spanish through ParentSquare messages, phone calls, flyers, newsletters, and parent board notices. Opportunities for engagement include Back-to-School Night, Parent-Teacher Conferences, Problem-Solving Team and Individualized Education Plan meetings as needed, classroom volunteering, School Site Council, English Learner Advisory Committee, participation in LCAP PAC and LCAP Ad Hoc Committees, Parent Teacher Club, Family Movie Nights, Student Literacy Night, and parent education activities. Through these partnerships, Rivera Elementary reinforces its commitment to student achievement, family engagement, and continuous school improvement.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 1020 | 971 | 297 | 30.6 |
| **Female** | 493 | 468 | 121 | 25.9 |
| **Male** | 525 | 502 | 176 | 35.1 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | 121 | 120 | 19 | 15.8 |
| **Black or African American** | 97 | 89 | 49 | 55.1 |
| **Filipino** | 13 | 12 | 0 | 0.0 |
| **Hispanic or Latino** | 648 | 618 | 190 | 30.7 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 49 | 46 | 19 | 41.3 |
| **White** | 74 | 71 | 16 | 22.5 |
| **English Learners** | 85 | 82 | 25 | 30.5 |
| **Foster Youth** | 17 | 12 | 6 | 50.0 |
| **Homeless** | 19 | 17 | 14 | 82.4 |
| **Socioeconomically Disadvantaged** | 842 | 805 | 280 | 34.8 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 116 | 108 | 36 | 33.3 |

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 |
| 1.96 | 2.06 | 5.78 | 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 | 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** | 5.78 | 0.00 |
| **Female** | 3.45 | 0.00 |
| **Male** | 8.00 | 0.00 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 2.48 | 0.00 |
| **Black or African American** | 17.53 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 4.78 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 4.08 | 0.00 |
| **White** | 8.11 | 0.00 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 21.05 | 0.00 |
| **Socioeconomically Disadvantaged** | 6.65 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 10.34 | 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 Elementary 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.

# D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 23 | 1 | 5 | 0 |
| **1** | 23 | 0 | 4 | 0 |
| **2** | 23 | 0 | 5 | 0 |
| **3** | 21 | 1 | 5 | 0 |
| **4** | 29 | 0 | 4 | 0 |
| **5** | 31 | 0 | 4 | 0 |
| **6** | 34 | 0 | 0 | 21 |
| **Other** | 0 | 0 | 0 | 0 |

## 2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 24 | 0 | 5 | 0 |
| **1** | 25 | 0 | 5 | 0 |
| **2** | 21 | 1 | 4 | 0 |
| **3** | 24 | 0 | 5 | 0 |
| **4** | 33 | 0 | 1 | 0 |
| **5** | 29 | 0 | 4 | 0 |
| **6** | 31 | 1 | 21 | 0 |
| **Other** | 0 | 0 | 0 | 0 |

## 2024-25 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 25 | | 5 | |
| **1** | 23 | | 5 | |
| **2** | 25 | | 5 | |
| **3** | 25 | | 5 | |
| **4** | 24 | 1 | 4 | |
| **5** | 34 | | | 2 |
| **6** | 33 | | 14 | |

## 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** | 894 |

## 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** | 1 |
| **Social Worker** | 0.2 |
| **Nurse** | 0.5 |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 2.3 |

## 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** | 9,945.11 | 1,368.44 | 8,576.66 | 112,012.98 |
| **District** | N/A | N/A | 10523.05 | $116,502 |
| **Percent Difference - School Site and District** | N/A | N/A | -20.4 | -3.9 |
| **State** | N/A | N/A | $11,146 | $101,700 |
| **Percent Difference - School Site and State** | N/A | N/A | -26.1 | 9.7 |

## 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.

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 |