Valley Atwater Community

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	1800 Matthew Ave. Atwater, CA , 95301-2079	**Principal:**	Ms. Cindy Gentry, Principal
Phone:	(209) 381-4560	**Grade Span:**	6-12

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/.

About This School

Ms. Cindy Gentry, Principal

Principal, Valley Atwater Community

Contact

Valley Atwater Community
1800 Matthew Ave.
Atwater, CA 95301-2079

Phone: (209) 381-4560
Email: stietjen@mcoe.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Merced County Office of Education
Phone Number	(209) 381-6600
Superintendent	Tietjen, Steve
Email Address	stietjen@mcoe.org
Website	www.mcoe.org

School Contact Information (School Year 2025–26)

School Name	Valley Atwater Community
Street	1800 Matthew Ave.
City, State, Zip	Atwater, CA , 95301-2079
Phone Number	(209) 381-4560
Principal	Ms. Cindy Gentry, Principal
Email Address	cgentry@mcoe.org
Website	http://www.mcoe.org
Grade Span	6-12
County-District-School (CDS) Code	24102492430171

School Description and Mission Statement (School Year 2025–26)

It is our pleasure to welcome you to Valley Community School Atwater, where every student is a success! VCS strives to meet this goal by providing a standards-based academic curriculum that is rigorous and challenging and meets the needs of our students Our program enables students to become productive members of the community by providing quality learning opportunities. Students develop an appreciation of self and others, individual talents, critical thinking and problem solving skills, workforce readiness, and complete a course of study resulting in a high school diploma. Valley Community School has a school motto – STRIVE (Safe, Trust, Respect, Inspire, Vision, Encourage). STRIVE is our new model of school rules and posture to help provide students with a safe and supportive learning environment. PBIS and Restorative Practices are in place to encourage staff/student relationships and to build positive behaviors on campus.

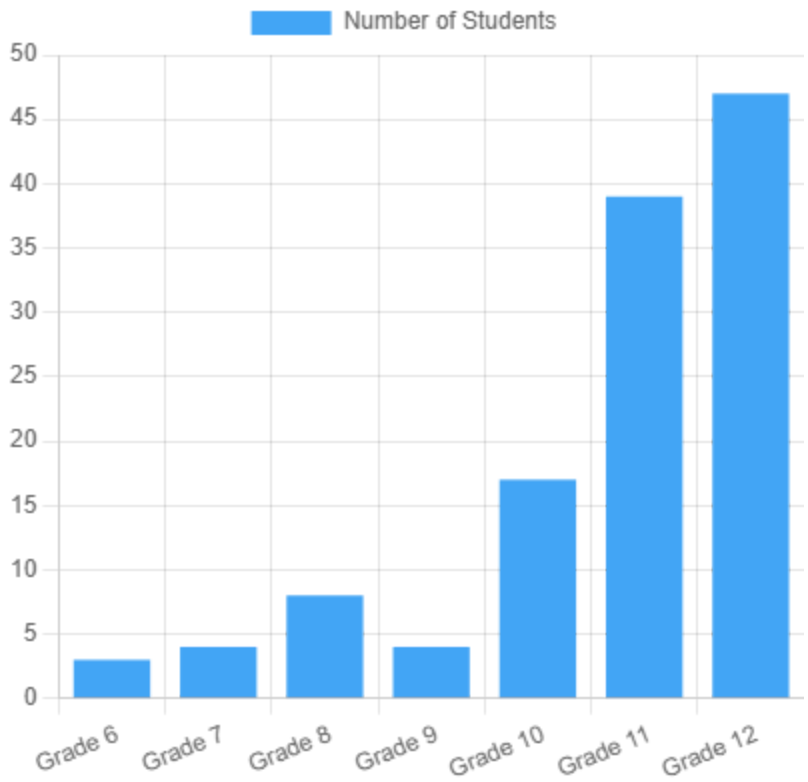
The Mission of Valley Community School is

Nurture, Serve and Lead in a Safe Learning Environment

The Vision of Valley Community School is

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	3
Grade 7	4
Grade 8	8
Grade 9	4
Grade 10	17
Grade 11	39
Grade 12	47
Total Enrollment	122



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	45.90%
Male	54.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	2.50%
Filipino	0.00%
Hispanic or Latino	82.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.30%
White	11.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	26.20%
Foster Youth	1.60%
Homeless	16.40%
Migrant	0.00%
Socioeconomically Disavantaged	94.30%
Students with Disabilities	11.50%

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

Teacher Preparation and Placement (School Year 2021–22)

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)	1.00	34.01%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.60	20.20%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.20	6.73%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.90	30.30%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	8.42%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	2.90	100.00%	128.10	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.

Teacher Preparation and Placement (School Year 2022–23)

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)	0.50	15.82%	44.80	35.51%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.20	6.96%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	24.37%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	31.65%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	0.60	21.20%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	3.10	100.00%	126.40	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	2.70	39.71%	56.90	44.44%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	14.90	11.65%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	28.78%	27.80	21.75%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.10	31.37%	15.50	12.12%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	12.80	10.02%	13705.80	4.91%
Total Teaching Positions	6.90	100.00%	128.00	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	1.00
Misassignments	0.20	0.7	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.20	0.7	2.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.90	1	2.10
Total Out-of-Field Teachers	0.90	1	2.10

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3%	54.5%	7.10%
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%	0.00%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 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	Edmentum Online Curriculum/2021 BrightThinker Online Curriculum/2025	0
Mathematics	Edmentum Online Curriculum/2021 BrightThinker Online Curriculum/2025	0
Science	Edmentum Online Curriculum/2021 BrightThinker Online Curriculum/2025	0
History-Social Science	Edmentum Online Curriculum/2021 BrightThinker Online Curriculum/2025	0
Foreign Language	Edmentum Online Curriculum/2021	0
Health	Edmentum Online Curriculum/2021 BrightThinker Online Curriculum/2025	0
Visual and Performing Arts	Edmentum Online Curriculum/2021	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The most recent FIT Report was completed in September 29, 2025 by the Custodial Supervisor. The overall rating for Merced Scholars Charter School is "Fair." A rank of "Good" was received in Systems, Interior, Cleanliness, Safety, Structural, and External. A rank of "Fair" was received in Restrooms. A rank of "Poor" was received in Electrical.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: September 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	The inside of the door needs a good painting. Work order submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Dirty Vents, There are cobwebs. Work order submitted.
Electrical: Electrical	Poor	IT black box missing panels because the slips for the panels are broken. Multiple light bulbs out. The floor plug Cover is damage needs to be replace. There are multiple light fixtures not working. Work order submitted.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Air Fresheers plugged in walls. Dirty vents in restrooms.ne of the sinks top of a faucet is missing. The inside of the door needs a good painting. Work order submitted.
Safety: Fire Safety, Hazardous Materials	Good	Tripping hazard and clutter by metal detector. Work order submitted.
Structural: Structural Damage, Roofs	Good	Holesd in the ceiling tile open due to security camera. There is a water stain on the upper corner of the

System Inspected	Rating	Repair Needed and Action Taken or Planned
		ceiling by entry double doors. Work order submitted.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: September 2025

Overall Rating	Fair

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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)	7%	7%	11%	12%	47%	48%
Mathematics (grades 3-8 and 11)	2%	0%	3%	3%	35%	37%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	74	89.16%	10.84%	6.76%
Female	35	33	94.29%	5.71%	6.06%
Male	48	41	85.42%	14.58%	7.32%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	70	62	88.57%	11.43%	4.84%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	22	84.62%	15.38%	4.55%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	71	89.87%	10.13%	7.04%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	11	91.67%	8.33%	0.00%

Note: ELA 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.

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.

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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	83	75	90.36%	9.64%	0.00%
Female	35	34	97.14%	2.86%	0.00%
Male	48	41	85.42%	14.58%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	70	63	90.00%	10.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	26	21	80.77%	19.23%	0.00%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	79	73	92.41%	7.59%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	11	91.67%	8.33%	0.00%

Note: 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.

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.

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 Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

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)	1.20%	0.00%	1.01%	3.85%	30.73%	32.52%

Note: 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.

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.

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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	62	88.57%	11.43%	0.00%
Female	27	26	96.30%	3.70%	0.00%
Male	43	36	83.72%	16.28%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	60	52	86.67%	13.33%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	21	16	76.19%	23.81%	0.00%
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33%	6.67%	0.00%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	66	59	89.39%	10.61%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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.

Career Technical Education (CTE) Programs (School Year 2024–25)

VCS Atwater offers several Career Technical Education (CTE) courses.

There are four pathways: Culinary, Business and Marketing, automotive and truck driving.

Students who participate in at least one CTE class will develop job and career skills to better prepare them for attaining entry-level work. VCS Atwater works closely with the College and Career Program under the Educational Services Department. Specifically, the Merced County Regional Occupational Program (ROP) provides the CTE instructors for the courses taught at VCS. In addition, other ROP courses throughout the county are also available to students on other school campuses, should students be interested and willing to attend those classes.

Contact:
Janice Rogge, Coordinator, MCOE
Regional Occupational Program (ROP)/Career Technical Education (CTE)
632 W. 13th Street, Building B
Merced, CA 95341
Office: (209) 381-6789

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	3.74%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
7	33%	33%	33%	33%	33%
9	38%	38%	38%	38%	38%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2025–26)

Valley Community School encourages parental involvement in all aspects of their child's education. Many organized opportunities for parental involvement exist,such as, Back-to-School Night, School Site Council, English Learner Advisory Committee, Parent Workshops, and our LCAP committee. For more information on how to be involved in your child's school, please call 209-381-4550.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

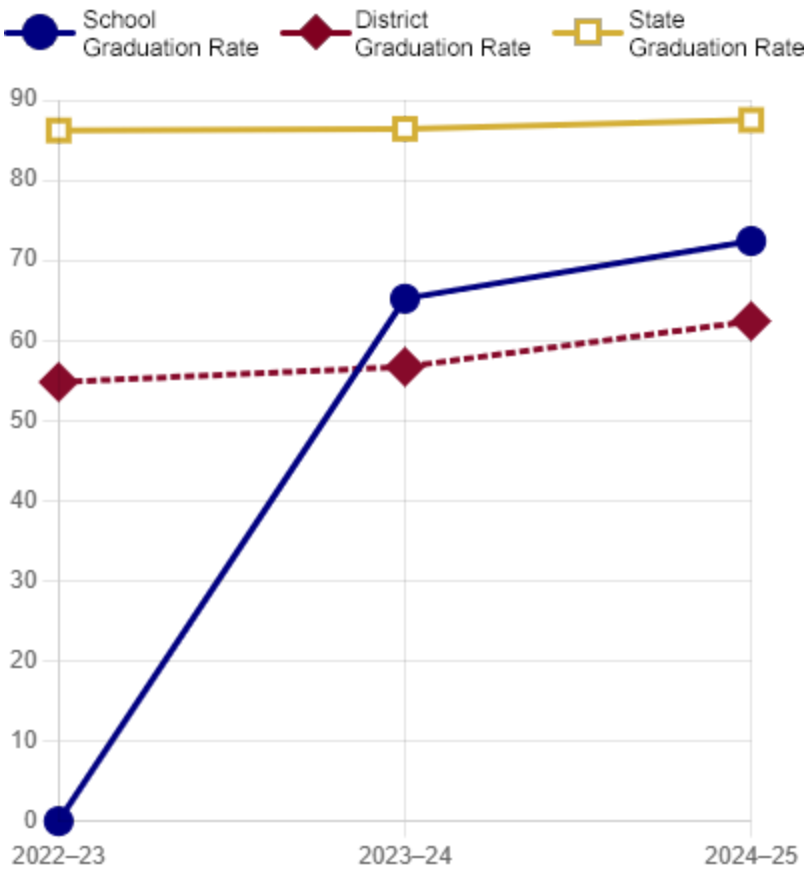
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

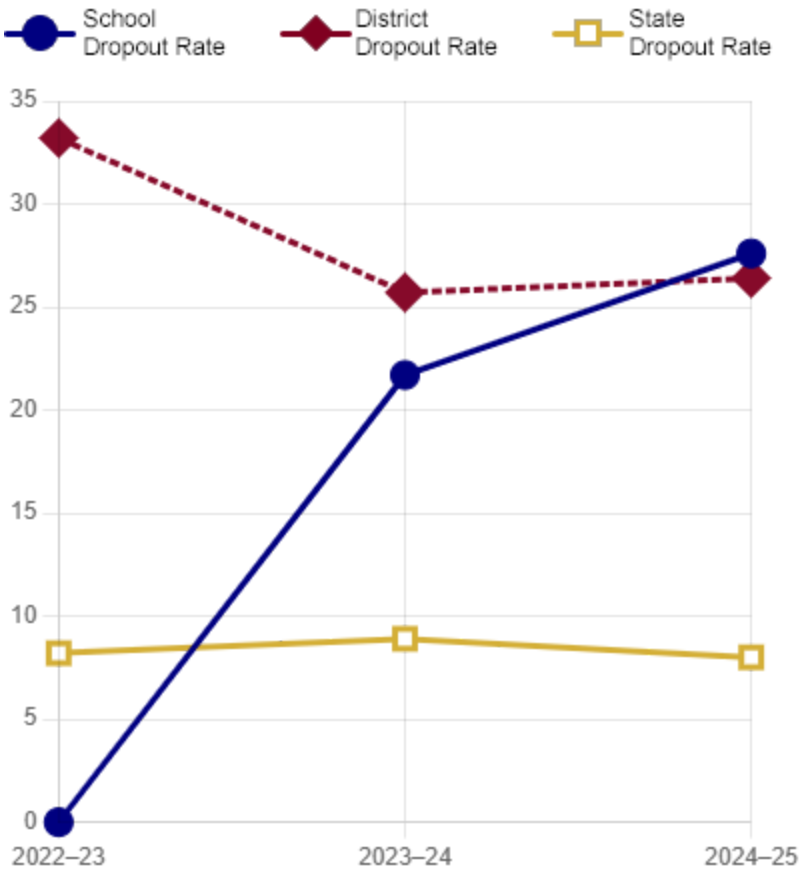
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	--	65.2%	72.4%	54.8%	56.7%	62.4%	86.2%	86.4%	87.5%
Dropout Rate	--	21.7%	27.6%	33.2%	25.7%	26.4%	8.2%	8.9%	8.0%

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

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	58	42	72.4%
Female	33	23	69.7%
Male	25	19	76.0%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	50	37	74.0%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	13	5	38.5%
Foster Youth	--	--	--
Homeless	13	9	69.2%
Socioeconomically Disadvantaged	58	42	72.4%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	11	100.0%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	226	177	37	20.9%
Female	103	80	19	23.8%
Male	123	97	18	18.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	185	148	26	17.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	25	20	5	25.0%
English Learners	57	48	9	18.8%
Foster Youth	--	--	--	--
Homeless	24	23	4	17.4%
Socioeconomically Disadvantaged	215	170	36	21.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	24	6	25.0%

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.

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

Rate	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
Suspensions	0.00	0.00	0.88	3.59	0.00	1.67	3.60	3.28	2.94
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	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.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.88%	0.00%
Female	0.00%	0.00%
Male	1.63%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.54%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.93%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.70%	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.

School Safety Plan (School Year 2025–26)

The Comprehensive School Safety Plan is reviewed and updated annually by March 1st of each year. The VCS Atwater School Site Council approves updates to the plan at the meeting in February of each year. The plan includes universal precautions to be taken in the event of an earthquake, fire, bomb threat, unwanted intruder or a catastrophic event. VCS has annual emergency drills to ensure staff, students, and parents are fully aware of their responsibilities in the event of an emergency.

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K				
1				
2				
3				
4				
5				
6	2.00	2		
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	6.00	3	0	0
Mathematics	9.00	1	0	0
Science	9.00	1	0	0
Social Science	9.00	2	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	9.00	2		
Mathematics	11.00	1		
Science	11.00	1		
Social Science	11.00	1		

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	4.00	1		
Mathematics	4.00	1		
Science	4.00	1		
Social Science	4.00	1		

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	565

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.75
Social Worker	
Nurse	0.10
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17641.00	$3354.00	$14287.00	$94239.00
District	N/A	N/A	$12261.00	$90431.00
Percent Difference – School Site and District	N/A	N/A	15.26%	4.12%
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	24.70%	

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

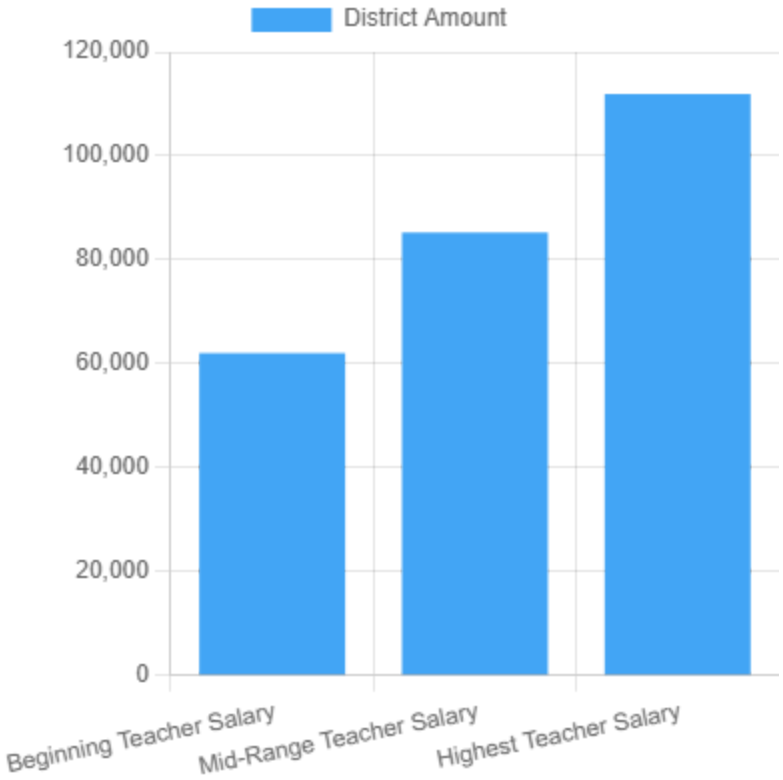
Types of Services Funded (Fiscal Year 2024–25)

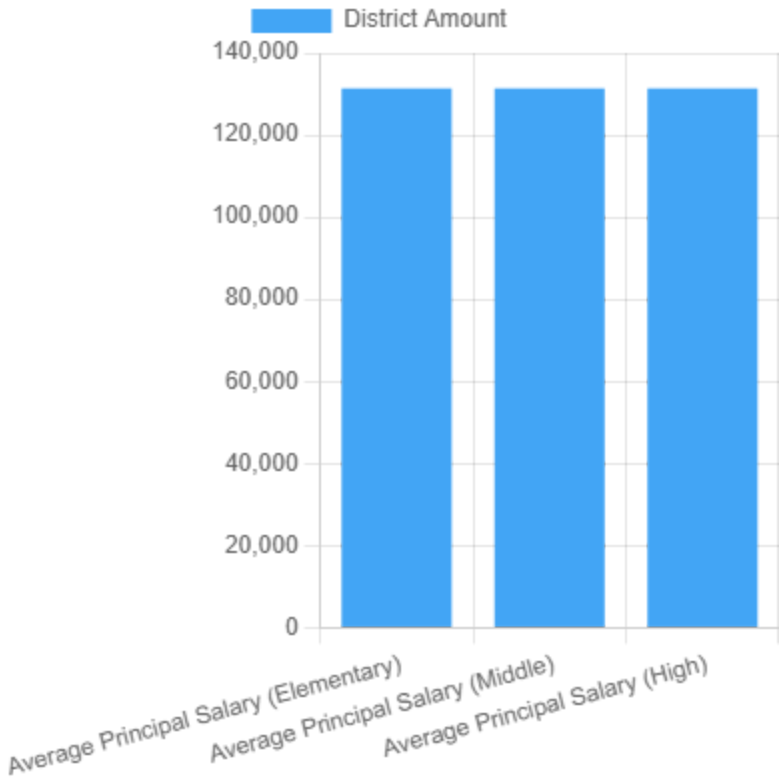
VCS Atwater provides various services and courses so students can excel in their personal and academic growth. The services range in scope from intervention to educational advancement. Programs and services are provided at the school through Local Control Funding Formula (LCFF) funds or other sources that support and assist students.
Some services are contracted through the LEA, the Merced County Office of Education.
Tutoring
Leadership and community service opportunities
Employability portfolio workshops
School psychologist and counseling services
Wellness Center and classes
Academic counseling services
Special Education support
Technology Support Career Technical Education

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$62050.00	--
Mid-Range Teacher Salary	$85258.00	--
Highest Teacher Salary	$111907.00	--
Average Principal Salary (Elementary)	$131370.00	--
Average Principal Salary (Middle)	$131370.00	--
Average Principal Salary (High)	$131370.00	--
Superintendent Salary	$271771.00	--
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10