Valley Los Banos Community

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	715 West H St. Los Banos, CA , 93635-8540	**Principal:**	Dana Reyes, Principal
Phone:	(209) 381-6648	**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

Dana Reyes, Principal

Principal, Valley Los Banos Community

Contact

Valley Los Banos Community
715 West H St.
Los Banos, CA 93635-8540

Phone: (209) 381-6648
Email: DaReyes@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 Los Banos Community
Street	715 West H St.
City, State, Zip	Los Banos, CA , 93635-8540
Phone Number	(209) 381-6648
Principal	Dana Reyes, Principal
Email Address	DaReyes@mcoe.org
Website	http://www.mcoe.org
Grade Span	6-12
County-District-School (CDS) Code	24102492430163

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

Valley Community Schools are operated by the Merced County Office of Education. Educational Services Department. The campus of VCS Los Banos includes both a daily school and an independent study program. Valley Community School was established to serve students in need of an alternative method of learning in order to be successful in school. At Los Banos Valley Community School we aim to meet the individual needs of each student. In addition, we nurture and support students to ensure they are on track to becoming productive members of the community and completing their high school education. We do this by providing quality learning opportunities in a small, personalized, learning environment. Students learn academic and life skills. They also learn to view themselves in a positive way and to get along with other people. Helping students to meet their academic goals, obtain their high school diplomas, and overcome their social and emotional obstacles to success are the primary goals of the diverse array of services and programs offered at Los Banos Valley Community School. While we strive to help transition students to their

school district of residence, many students choose to remain with us to complete their graduation requirements and graduate from our school. The majority of students attending Valley Community School come from challenged backgrounds. 93% of VCS students are either socioeconomically disadvantaged, are classified as English Learners, and/or are in the Foster Youth Program. In addition to these challenges, the academic careers of most VCS students have been negatively impacted by one or more of the following barriers to success: 1) lack of basic academic skills, 2) truancy, 3) social and family issues (such as recent immigrant status, lack of a stable home environment, and pregnant/teen parenting status), 4) substance abuse and addiction, and 5)criminal activity (with gang activity being a particularly insidious problem within VCS schools and the Merced County community at large). Helping students meet their academic goals, obtain their high school diplomas, and overcome their social-emotional obstacles to success are the primary goals of the diverse array of services and programs offered within the VCS system.

Educational Services Student Programs Vision: Student Programs is committed to the success of every student.

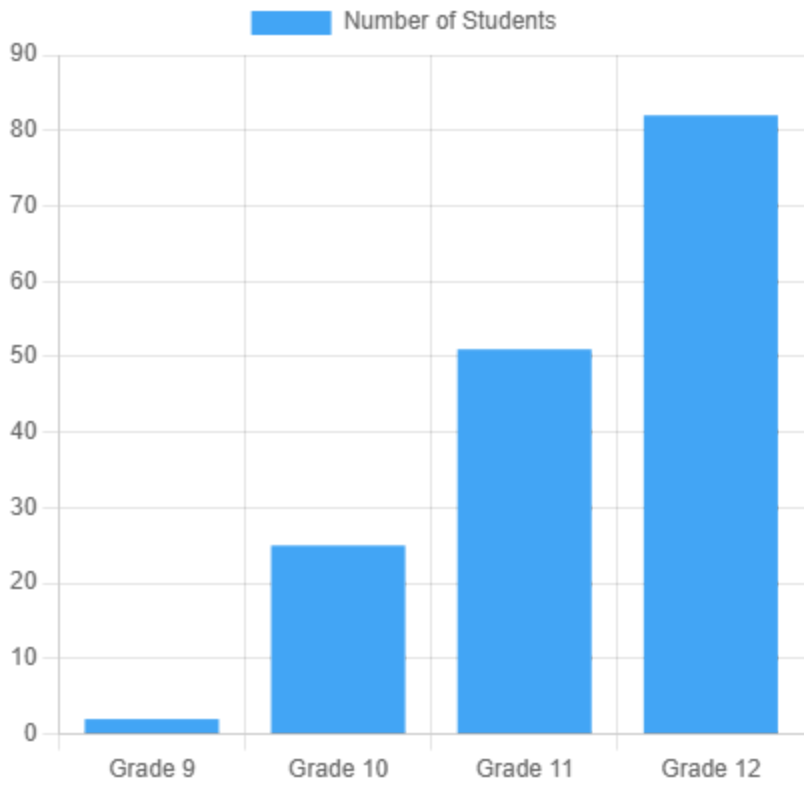
Education Services Student Programs Mission: To lead, inspire, and nurture through innovative and unique experiences in a safe learning environment.

Valley Community School Mission: The mission of Valley Community School is to provide a safe and encouraging atmosphere where staff, students, family, and community members work together to create a learning environment where all participants develop a desire for personal growth and life-long learning.

School Wide Learner Outcomes (SLOs): VCS students will be RESPONSIBLE for their learning and actions, PREPARED for career and/or college, PROBLEM SOLVERS applying effective decision-making skills.

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

Grade Level	Number of Students
Grade 9	2
Grade 10	25
Grade 11	51
Grade 12	82
Total Enrollment	160



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

Student Group	Percent of Total Enrollment
Female	33.80%
Male	65.60%
Non-Binary	0.60%
American Indian or Alaska Native	0.60%
Asian	0.00%
Black or African American	0.60%
Filipino	0.00%
Hispanic or Latino	91.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	6.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	36.90%
Foster Youth	0.60%
Homeless	5.00%
Migrant	1.30%
Socioeconomically Disavantaged	90.00%
Students with Disabilities	12.50%

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)

Valley Community Schools operate on the independent studies model that involves credentialed teachers supervising student in the learning of multiple subjects. Most teachers who are not classified under "effective" or "credentialed" are under one of two categories: Temporary/Emergency Permits or Credentialed Teachers supervising students in subjects that they are not specialized for.

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)	2.00	32.42%	51.70	40.37%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.10	10.22%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	4.03%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	35.16%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	1.70	28.23%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	6.20	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)

Valley Community Schools operate on the independent studies model that involves credentialed teachers supervising student in the learning of multiple subjects. Most teachers who are not classified under "effective" or "credentialed" are under one of two categories: Temporary/Emergency Permits or Credentialed Teachers supervising students in subjects that they are not specialized for.

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)	2.10	25.89%	44.80	35.51%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.00	10.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.90	24.30%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	25.27%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	1.90	24.30%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	8.10	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)

Valley Community Schools operate on the independent studies model that involves credentialed teachers supervising student in the learning of multiple subjects. Most teachers who are not classified under "effective" or "credentialed" are under one of two categories: Temporary/Emergency Permits or Credentialed Teachers supervising students in subjects that they are not specialized for.

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)	5.70	51.43%	56.90	44.44%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.10	1.43%	14.90	11.65%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.90	26.16%	27.80	21.75%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	20.80%	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	11.20	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)

Valley Community Schools operate on the independent studies model that involves credentialed teachers supervising student in the learning of multiple subjects. Most teachers who are not classified under "effective" or "credentialed" are under one of two categories: Temporary/Emergency Permits or Credentialed Teachers supervising students in subjects that they are not specialized for.

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0.7	0.00
Misassignments	0.20	1.2	2.90
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.20	1.9	2.90

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

Valley Community Schools operate on the independent studies model that involves credentialed teachers supervising student in the learning of multiple subjects. Most teachers who are not classified under "effective" or "credentialed" are under one of two categories: Temporary/Emergency Permits or Credentialed Teachers supervising students in subjects that they are not specialized for.

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	2.10	2	2.30
Total Out-of-Field Teachers	2.10	2	2.30

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)	4%	14%	34.30%
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)

All students are provided with at least one device, which may be a MacBook, Chromebook, and/or iPad.

Year and month in which the data were collected: October 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 BrightThinker Online Curriculum/2025	0
Health	Edmentum Online Curriculum/2021 BrightThinker Online Curriculum/2025	0
Visual and Performing Arts	Edmentum Online Curriculum/2021 BrightThinker Online Curriculum/2025	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 December 2025 by the Custodial Supervisor. The overall rating for Valley Los Banos is "Poor." A rank of "Good" was received in Systems. A rank of "Fair" was received in Cleanliness, Restrooms/Fountains, and Safety. A rank of "Poor" was received in Interior, Electrical, Structural, and External.

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: December 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	GAS LEAKS No issues reported. Action: None required at this time. MECHANICAL / HVAC A/C not working in at least one area (exercise room). Action: Diagnose and repair non-functioning A/C unit(s). Verify HVAC operation in affected spaces. SEWER No sewer failures reported. Action: None required.
Interior: Interior Surfaces	Poor	INTERIOR SURFACES Issues Identified: Floor trim damage (multiple rooms, including principal's office). Holes, markings, and damage on walls.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Stained and water-damaged ceiling tiles (multiple locations). Carpet with multiple stains. Chipped desks, counters, and cabinets. Damaged or missing cabinet components (handles, shelves). Door handles damaged. Actions Planned: Repair or replace damaged floor trim. Patch, repair, and repaint walls. Replace stained or water-damaged ceiling tiles and investigate source of leaks. Clean or replace stained carpet. Repair or replace damaged desks, cabinets, countertops, and door hardware.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	OVERALL CLEANLINESS Issues Identified: Dirty cabinets and desktops. Cobwebs. Drains need cleaning. Lockers cluttered. Actions Planned:

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Deep cleaning of affected rooms and furniture. Clean and flush drains. Remove cobwebs. Organize and declutter lockers. PEST / VERMIN INFESTATION No infestation reported. Action: Continue routine monitoring.
Electrical: Electrical	Poor	ELECTRICAL Issues Identified: Multiple interior and exterior lights not working. Missing light covers. Light fixtures not working. Light sensor switch does not shut off. Internet outlet falling off. Cables not secured under desks. IT shelf blocking cables. Actions Planned: Replace bulbs, fixtures, and covers. Repair or replace faulty light sensors. Secure exposed or loose wiring and outlets.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Reorganize IT shelving to prevent cable obstruction.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	RESTROOMS Issues Identified: Toilets continuously flushing. Broken soap dispensers. Broken hand sanitizer dispensers. Actions Planned: Repair flushing mechanisms. Replace or repair soap and sanitizer dispensers. SINKS / FOUNTAINS Issues Identified: Drinking fountains not working. Low water pressure at fountains. Hot water barely working at sinks. Interior water fountains with low pressure. Actions Planned: Repair or replace non-functioning fountains. Investigate and correct low water pressure.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Repair hot water supply at sinks.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Fair	FIRE SAFETY Issues Identified: Exit sign needs battery. Missing fire extinguisher. Fire panel missing lock. Curtains not fire proof. TV blocking fire pole alarm. Actions Planned: Replace exit sign batteries. Install missing fire extinguisher(s). Install lock on fire panel. Replace non–fire-rated curtains. Remove obstructions from fire alarms. HAZARDOUS MATERIALS Issues Identified: Chemicals under sinks not secured. Actions Planned: Secure and properly store all chemicals according to safety standards.
Structural: Structural Damage, Roofs	Poor	STRUCTURAL DAMAGE

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Issues Identified: Cabinet damage. Floor damage in custodial closet. Countertop damage. Fence corrosion near dumpsters. Actions Planned: Repair or replace damaged cabinets and countertops. Repair custodial closet flooring. Address fence corrosion to prevent failure. ROOFS Issues Identified: Evidence of water intrusion (ceiling stains). Action: Inspect roof and drainage systems. Repair leaks contributing to ceiling damage.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	PLAYGROUND / SCHOOL GROUNDS Issues Identified: Grass and weeds overgrown.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Gate opening (Northwest) lacks proper clearance. Fence corrosion near dumpsters. Actions Planned: Cut and maintain grass and weeds. Modify gate for proper vehicle and pedestrian clearance. Repair or replace corroded fencing. WINDOWS / DOORS / GATES / FENCES Issues Identified: Windows missing screens. Doors need repainting. Exterior gates with clearance issues. Multiple damaged door handles. Curtains damaged. Actions Planned: Install missing window screens. Repaint doors. Repair or replace damaged door handles.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Repair or replace damaged curtains. Correct gate clearance deficiencies.

Overall Facility Rate

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

Overall Rating	Poor

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%	12%	11%	12%	47%	48%
Mathematics (grades 3-8 and 11)	0%	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	61	57	93.44%	6.56%	12.28%
Female	28	26	92.86%	7.14%	11.54%
Male	33	31	93.94%	6.06%	12.90%
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	52	49	94.23%	5.77%	10.20%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	22	95.65%	4.35%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	53	49	92.45%	7.55%	10.20%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	10	90.91%	9.09%	--

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	61	57	93.44%	6.56%	0.00%
Female	28	26	92.86%	7.14%	0.00%
Male	33	31	93.94%	6.06%	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	52	49	94.23%	5.77%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	22	95.65%	4.35%	0.00%
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	53	49	92.45%	7.55%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	10	90.91%	9.09%	--

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)	0.00%	2.38%	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	99	42	42.42%	57.58%	2.38%
Female	42	18	42.86%	57.14%	5.56%
Male	57	24	42.11%	57.89%	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	90	41	45.56%	54.44%	2.44%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	12	36.36%	63.64%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	86	37	43.02%	56.98%	2.70%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	13	7	53.85%	46.15%	--

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)

In 2024-2025, Los Banos Valley Community School offered Business Marketing I, Digital Media Arts I/II, Health Careers I, Career Exploration, Criminal Justices I/II

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	--
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	53.75%
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

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 209-827-5600.

State Priority: Pupil Engagement

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

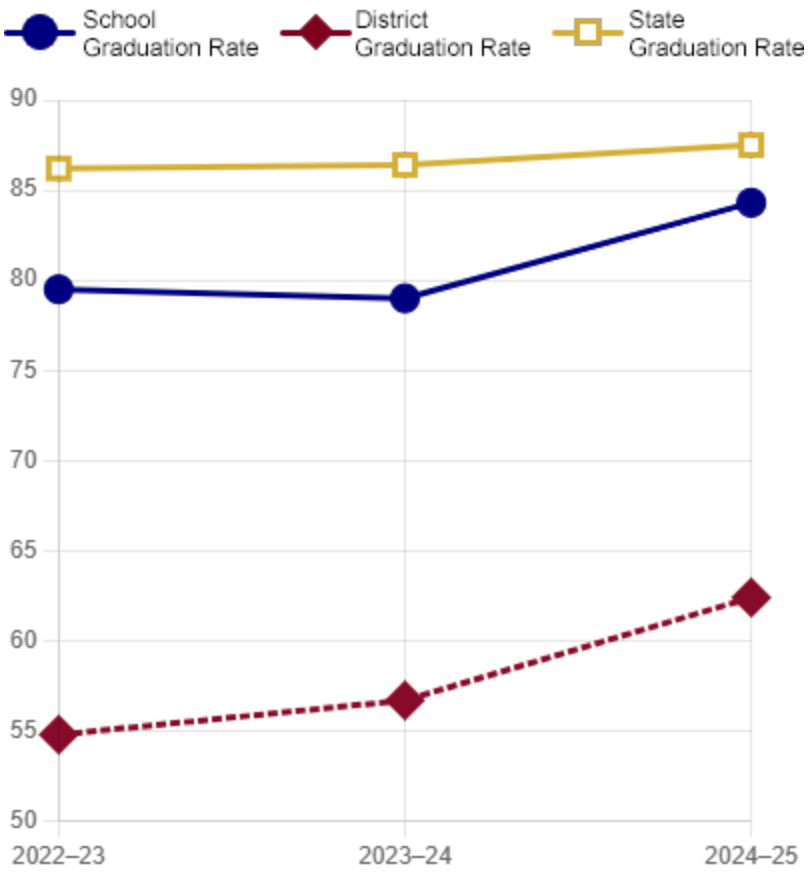
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

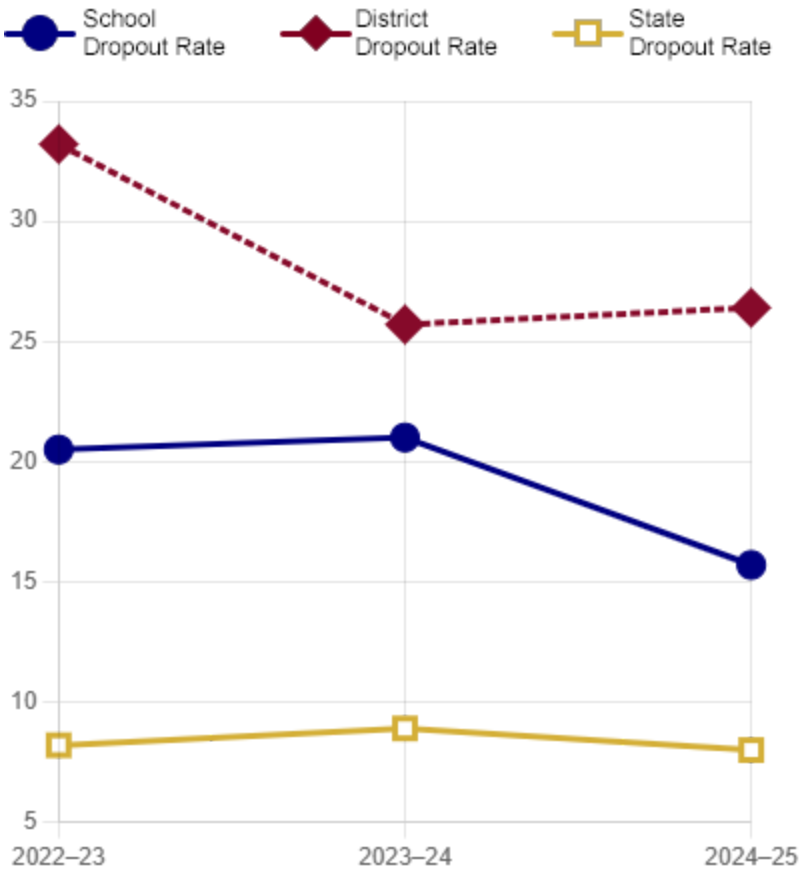
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	79.5%	79.0%	84.3%	54.8%	56.7%	62.4%	86.2%	86.4%	87.5%
Dropout Rate	20.5%	21.0%	15.7%	33.2%	25.7%	26.4%	8.2%	8.9%	8.0%

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	102	86	84.3%
Female	37	33	89.2%
Male	64	52	81.3%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	96	82	85.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	0	0	0.00%
White	--	--	--
English Learners	37	33	89.2%
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	99	83	83.8%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	17	13	76.5%

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	461	201	134	66.7%
Female	180	74	46	62.2%
Male	280	127	88	69.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	420	184	125	67.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	13	6	46.2%
English Learners	142	70	49	70.0%
Foster Youth	--	--	--	--
Homeless	16	12	12	100.0%
Socioeconomically Disadvantaged	422	187	126	67.4%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	29	15	51.7%

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	12.73	0.91	0.87	3.59	1.73	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	0.87%	0.00%
Female	0.56%	0.00%
Male	1.07%	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	0.48%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	6.67%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.95%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	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 Los Banos 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)

VCS - Los Banos operates mostly on an independent studies model (with select hybrid and daily classes for high school). Class sizes for independent studies generally is 1.

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)

VCS - Los Banos operates mostly on an independent studies model (with select hybrid and daily classes for high school). Class sizes for independent studies generally is 1.

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)

VCS - Los Banos operates mostly on an independent studies model (with select hybrid and daily classes for high school). Class sizes for independent studies generally is 1.

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				

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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)

VCS - Los Banos operates mostly on an independent studies model (with select hybrid and daily classes for high school). Class sizes for independent studies generally is 1.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	10	1	0
Mathematics	17.00	8	0	0
Science	17.00	6	0	0
Social Science	23.00	4	3	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)

VCS - Los Banos operates mostly on an independent studies model (with select hybrid and daily classes for high school). Class sizes for independent studies generally is 1.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	17		
Mathematics	7.00	12		
Science	8.00	11		
Social Science	7.00	23		

* 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)

VCS - Los Banos operates mostly on an independent studies model (with select hybrid and daily classes for high school). Class sizes for independent studies generally is 1.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	12		
Mathematics	3.00	2		
Science	3.00	2		
Social Science	2.00	4		

* 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*	216.67

* 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)	0.90
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	$20676.00	$6603.00	$14074.00	$83820.00
District	N/A	N/A	$12261.00	$90431.00
Percent Difference – School Site and District	N/A	N/A	13.77%	-7.59%
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	23.22%	

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

Types of Services Funded (Fiscal Year 2024–25)

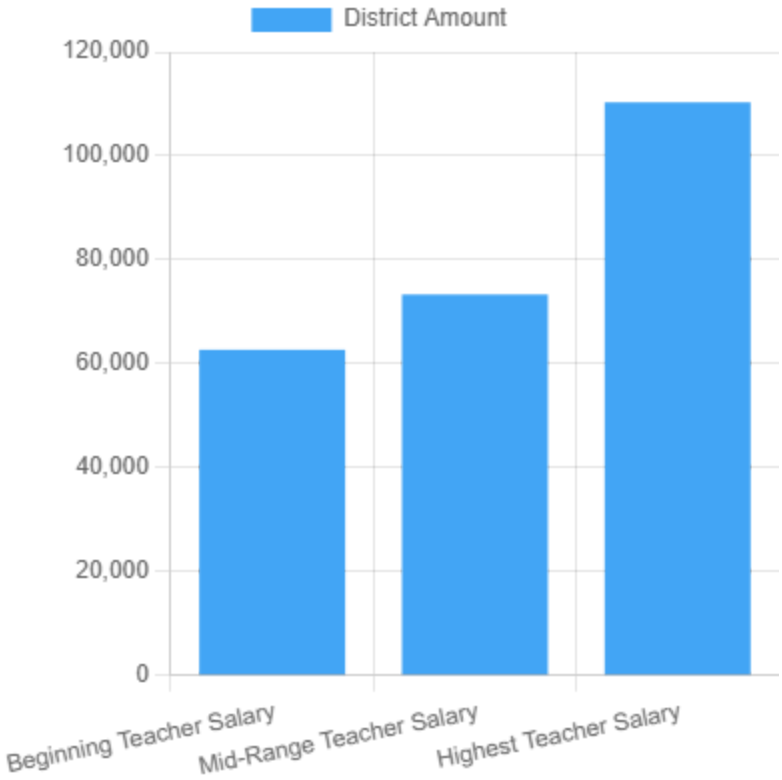
VCS Merced provides various services and courses so students can excel in their personal and academic growth. The services range in scope from intervention to educational advancement. Programs and services are provided at the school through Local Control Funding Formula (LCFF) funds or other sources that support and assist students.
Some services are contracted through the LEA, the Merced County Office of Education.

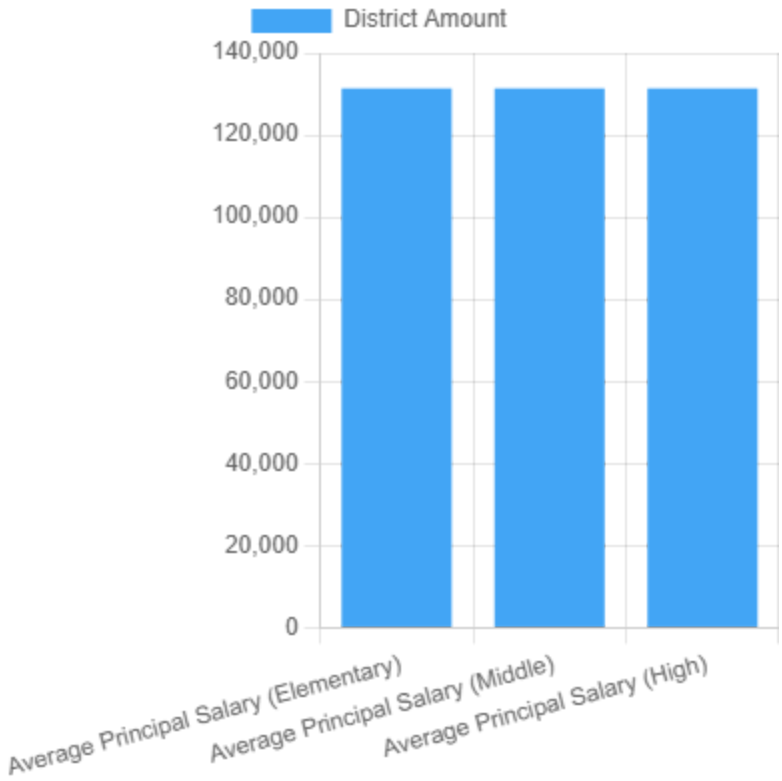
Some of the services include: Tutoring, Leadership and community service opportunities, Employability portfolio workshops, counseling/mentoring through school psychiatrists and youth engagement specialists, Academic counseling services, Special Education support, Technology Support, Career Technical Education

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$62694.00	--
Mid-Range Teacher Salary	$73330.00	--
Highest Teacher Salary	$110308.00	--
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/.


District Amount
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

In 25-26 we increased the available PD, including 1/2 days most weeks, additional buy-back days and conferences.

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	3	1	25