Valley Merced Community

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	1850 Wardrobe Ave. Merced, CA , 95341-6407	**Principal:**	Mr. Derek Dean, Principal
Phone:	(209) 381-4500	**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

Mr. Derek Dean, Principal

Principal, Valley Merced Community

About Our School

Principal Message

It is a privilege to serve as Principal of Merced Valley Community School. As principal I will remain committed to finding the highest quality people and programs to help all our students accomplish their own educational goals. Merced Valley has a caring staff who STRIVE to help students grow as individuals and we believe each student can be a success. We are committed to offering a student-centered educational experience that provides opportunities to explore various post-high school options.

We will work together as a team to provide students with opportunities to explore and experience success. Our students' successes take place with the support of parents/families, school staff, and our community partners. We will continue to focus on the power of positive working relationships and giving students opportunities to not only reveal, affirm, and discover their inner wealth and personal strengths, but also to develop new skills to apply in school, in their future workplaces, and in their post-secondary educational endeavors.

Our goal is to work with students, their families, and the community to enable students to master the academic and social skills required to be successful as they progress towards their chosen careers or colleges. We want to help students navigate their teenage years, be successful, trustworthy, respectful, optimistic, goal-oriented, and have a never-give-up attitude.

We look forward to working with you this year!

Derek Dean, Principal

1850 Wardrobe Avenue, Merced 95341

Contact

Valley Merced Community
1850 Wardrobe Ave.
Merced, CA 95341-6407

Phone: (209) 381-4500
Email: ddean@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 Merced Community
Street	1850 Wardrobe Ave.
City, State, Zip	Merced, CA , 95341-6407
Phone Number	(209) 381-4500
Principal	Mr. Derek Dean, Principal
Email Address	ddean@mcoe.org
Website	http://www.mcoe.org
Grade Span	6-12
County-District-School (CDS) Code	24102492430148

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

?Valley Community School is a primarily Independent Study program that serves students throughout Merced County. The Independent Study program serves students in one of three locations: Atwater Valley Community School, Los Banos Valley Community School, and the Wardrobe Educational Center in Merced. The school also provides one classroom-based option for expelled or probation-referred youth. That class is located at the Wardrobe Educational Center as well. Valley Community School Merced promotes the MCOE Student Programs Mission statement of "To nurture, inspire and lead through innovative and unique experiences". The school provides a learning model for a diverse group of students who choose this method of learning. The collaboration of staff and students helps with the development of Individual Learning Plans that will guide students through a course of study to achieve their high school diploma. Using students' strengths and backgrounds, we wish to equip students with those schools necessary for success after high school.

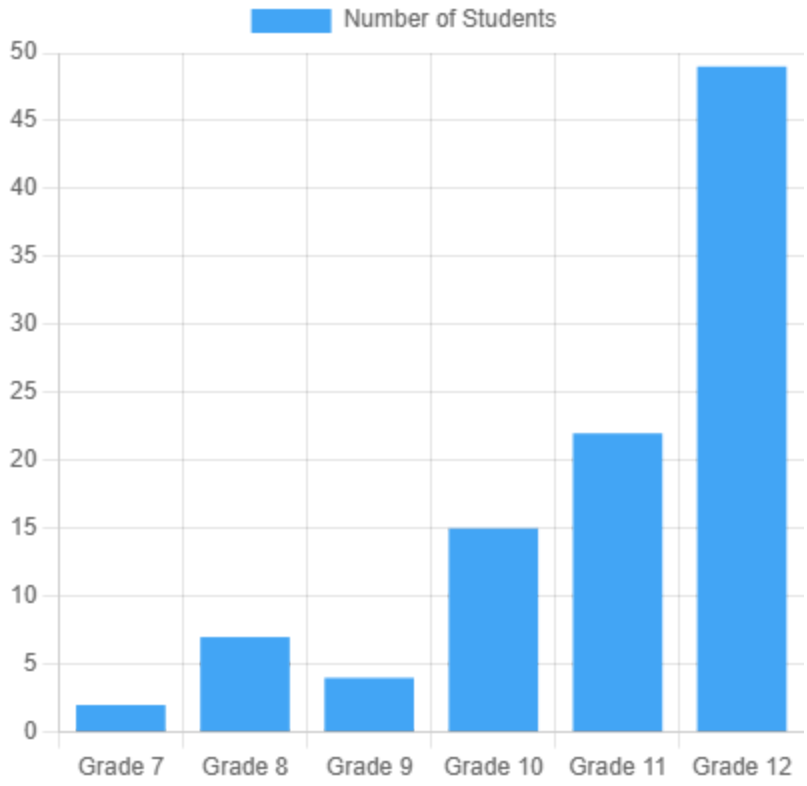
Educational Services Student Programs Vision: To lead, inspire, and nurture through innovative and unique experiences in a safe learning environment.

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

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.

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

Grade Level	Number of Students
Grade 7	2
Grade 8	7
Grade 9	4
Grade 10	15
Grade 11	22
Grade 12	49
Total Enrollment	99



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

Student Group	Percent of Total Enrollment
Female	37.40%
Male	61.60%
Non-Binary	1.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	10.10%
Filipino	0.00%
Hispanic or Latino	77.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	2.00%
White	10.10%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.10%
Foster Youth	2.00%
Homeless	13.10%
Migrant	0.00%
Socioeconomically Disavantaged	94.90%
Students with Disabilities	17.20%

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)	6.60	80.22%	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)	0.00	0.00%	9.80	7.71%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	19.78%	20.30	15.91%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	33.00	25.77%	15831.90	5.67%
Total Teaching Positions	8.20	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)	7.10	76.34%	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)	0.00	0.00%	21.30	16.91%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	23.55%	17.70	14.03%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	29.20	23.17%	14303.80	5.15%
Total Teaching Positions	9.30	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)	2.00	42.77%	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	41.32%	27.80	21.75%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	15.91%	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	4.80	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	0.00
Misassignments	0.00	0	2.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	2.00

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	1.60	2.1	0.70
Total Out-of-Field Teachers	1.60	2.1	0.70

Class Assignments

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 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)	0%	0%	12.50%
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: 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 Merced Community School is "Fair." A rank of "Good" was received in Systems, Cleanliness, Electrical, Safety, and External. A rank of "Fair" was received in Restrooms/Fountains, and a rank of "Poor" was received in Interior and Structural.

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	1. Gas Leaks Repairs Needed: None identified Action Taken / Planned: No action required; all areas marked OK 2. Mechanical / HVAC Repairs Needed: Dirty ventilation noted (Building K) Action Taken / Planned: HVAC vents to be cleaned; routine maintenance scheduled 3. Sewer Repairs Needed: None identified Action Taken / Planned: No action required; all areas marked OK
Interior: Interior Surfaces	Poor	4. Interior Surfaces Repairs Needed: Stained and water-damaged ceiling tiles (K, M, N, O, R, Q)

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Unseated ceiling tiles (O, Q) Holes in ceiling tiles (O) Carpet stains and damage, including hole exposing foundation (N, O) Action Taken / Planned: Replace stained, damaged, broken, and unseated ceiling tiles Repair carpet damage and assess subfloor/foundation as needed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	5. Overall Cleanliness Repairs Needed: General cleanliness concerns in Building K Action Taken / Planned: Enhanced custodial cleaning scheduled, including vent cleaning 6. Pest / Vermin Infestation Repairs Needed: None identified Action Taken / Planned: No action required at this time
Electrical: Electrical	Good	7. Electrical Repairs Needed: Exit sign does not stay illuminated (Building Q) Action Taken / Planned: Repair

System Inspected	Rating	Repair Needed and Action Taken or Planned
		or replace exit sign to ensure code compliance
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	8. Restrooms Repairs Needed: Damaged floor behind toilet (Building O) Action Taken / Planned: Repair restroom flooring and inspect for moisture damage 9. Sinks / Drinking Fountains Repairs Needed: Drinking fountains not operational (R, Q) Sinks without running water (R) Action Taken / Planned: Plumbing repairs scheduled to restore water service
Safety: Fire Safety, Hazardous Materials	Good	10. Fire Safety Repairs Needed: Exit sign malfunction (Building Q) Action Taken / Planned: Electrical repair planned to ensure fire safety compliance 11. Hazardous Materials Repairs Needed: None identified Action Taken / Planned: No action required

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	12. Structural Damage Repairs Needed: Exterior wood damage/rot on south wall (Building K) Possible foundation exposure due to carpet damage (Building O) Action Taken / Planned: Evaluate and repair exterior wood rot Inspect foundation and complete necessary structural repairs 13. Roofs Repairs Needed: Roof-related deficiencies noted in all buildings (K, M, N, O, R, Q) Action Taken / Planned: Roofing inspection scheduled Repairs or replacement to be prioritized based on assessment findings
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	14. Playground / School Grounds Repairs Needed: Not applicable Action Taken / Planned: No action required 15. Windows / Doors / Gates /

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Fences Repairs Needed: None identified Action Taken / Planned: No action required

Overall Facility Rate

Year and month of the most recent FIT report: December 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)	4%	2%	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	64	48	75.00%	25.00%	2.08%
Female	24	16	66.67%	33.33%	0.00%
Male	40	32	80.00%	20.00%	3.13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	46	34	73.91%	26.09%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	61	46	75.41%	24.59%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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	63	47	74.60%	25.40%	0.00%
Female	23	16	69.57%	30.43%	0.00%
Male	40	31	77.50%	22.50%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	45	33	73.33%	26.67%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
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	60	45	75.00%	25.00%	0.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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%	1.69%	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	78	60	76.92%	23.08%	1.69%
Female	30	24	80.00%	20.00%	0.00%
Male	48	36	75.00%	25.00%	2.86%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	50	39	78.00%	22.00%	0.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	11	84.62%	15.38%	0.00%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	71	55	77.46%	22.54%	1.85%
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)

In 2024-2025, Merced Valley Community School did not offer CTE programs at this school site. However, students were provided the option of taking CTE programs through MCOE's ROP program.

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	15.56%
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)

Parents are encouraged to join School Site Council, English Language Learner Advisory Committee and participate in LCAP meetings. Teachers meet individually with parents and students to develop a course of study and review parent/student responsibilities. The school uses Parent Square to continually keep parents/students updated. The Principal has an open door policy encouraging parents to take an active role in their child's education.

State Priority: Pupil Engagement

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

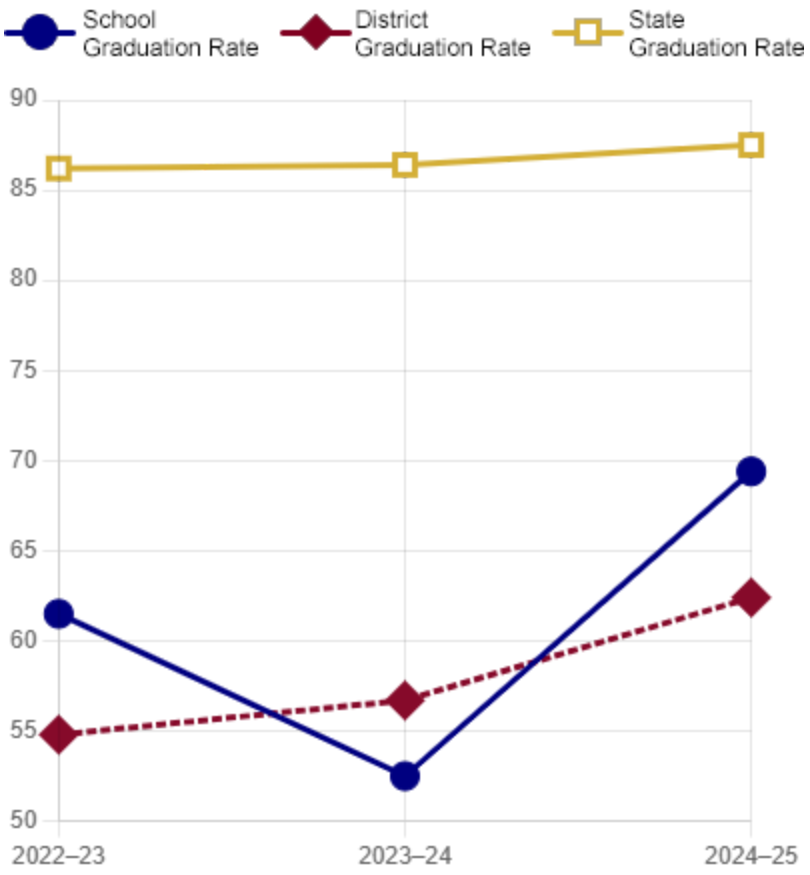
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

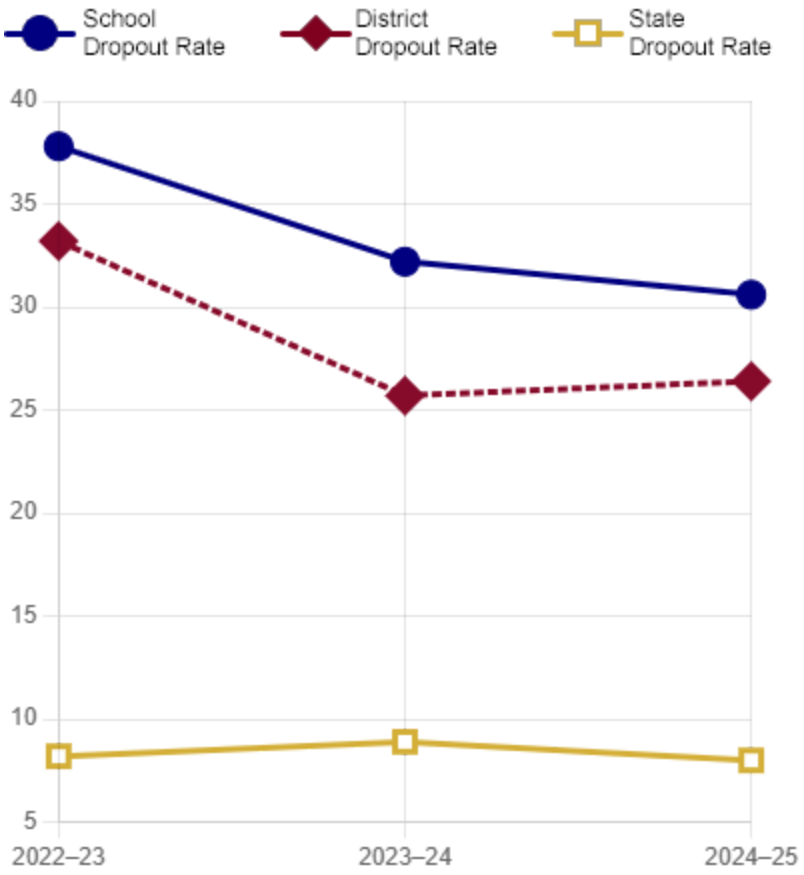
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	61.5%	52.5%	69.4%	54.8%	56.7%	62.4%	86.2%	86.4%	87.5%
Dropout Rate	37.8%	32.2%	30.6%	33.2%	25.7%	26.4%	8.2%	8.9%	8.0%

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	49	34	69.4%
Female	20	16	80.0%
Male	29	18	62.1%
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	34	27	79.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	12	9	75.0%
Socioeconomically Disadvantaged	48	34	70.8%
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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	186	157	81	51.6%
Female	68	57	31	54.4%
Male	117	99	49	49.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	24	18	12	66.7%
Filipino	--	--	--	--
Hispanic or Latino	130	110	57	51.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	21	20	10	50.0%
English Learners	26	18	7	38.9%
Foster Youth	--	--	--	--
Homeless	28	22	13	59.1%
Socioeconomically Disadvantaged	178	150	79	52.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	31	25	10	40.0%

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	4.05	1.61	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	1.61%	0.00%
Female	0.00%	0.00%
Male	2.56%	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	4.17%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.77%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	4.76%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	7.14%	0.00%
Socioeconomically Disadvantaged	1.69%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.23%	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 Merced 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	1.00	1		
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				
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	4.00	3	0	0
Mathematics	7.00	2	0	0
Science	6.00	2	0	0
Social Science	4.00	3	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	4.00	3		
Mathematics	5.00	2		
Science	5.00	2		
Social Science	4.00	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.

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	7.00	2		
Mathematics	12.00	1		
Science	6.00	2		
Social Science	4.00	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*	202.5

* 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	
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	$18773.00	$4019.00	$14753.00	$100036.00
District	N/A	N/A	$12261.00	$90431.00
Percent Difference – School Site and District	N/A	N/A	18.45%	10.09%
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	27.86%	

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

Types of Services Funded (Fiscal Year 2024–25)

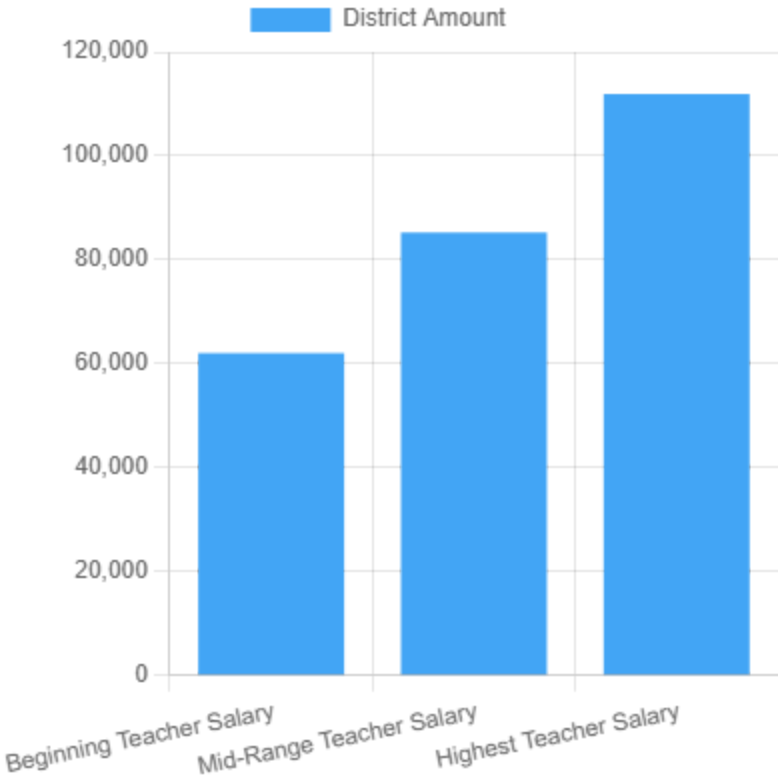
VCS Merced provides various services and courses so students can excel in their personal and academic growth. The services range in scope from intervention to educational advancement. Programs and services are provided at the school through Local Control Funding Formula (LCFF) funds or other sources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

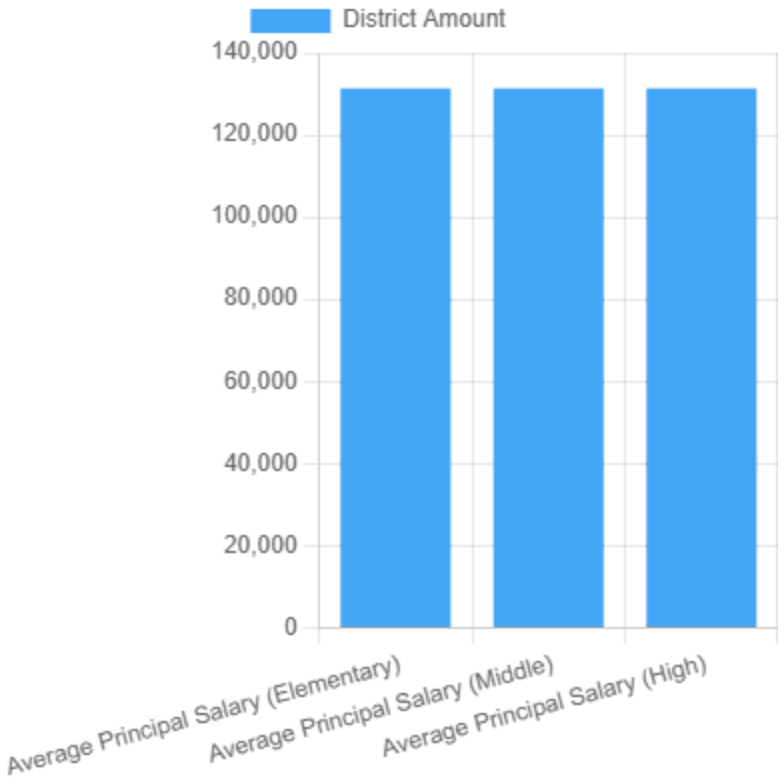
Some of the services include: Tutoring, Leadership and community service opportunities, Employability portfolio workshops, counseling/mentoring through school psychiatrists and youth engagement specialists, Academic counseling services, Special Education support, Technology Support, Career Technical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

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$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/.


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	5	25