

Open Valley School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Open Valley School
Street	640 M St.
City, State, Zip	Patterson, CA 95363
Phone Number	(209) 892-4720
Principal	Corrin Rivera, Ed.D.
Email Address	crivera@patterson.k12.ca.us
School Website	https://openvalley.patterson.k12.ca.us/
Grade Span	K-12
County-District-School (CDS) Code	5071217-0133124

2025-26 District Contact Information

District Name	Patterson Joint Unified School District
Phone Number	(209) 895-7700
Superintendent	Reyes Gauna, Ed.D.
Email Address	rgauna@patterson.k12.ca.us
District Website	www.patterson.k12.ca.us

2025-26 School Description and Mission Statement

Vision Statement:

Open Valley School is a unique educational platform where students, parents, and staff work collaboratively to create an exceptional learning environment. The school emphasizes personal ownership of education, encouraging students; to actively shape their academic journeys, contribute positively to their community, and prepare for success in a rapidly changing world. With a foundation in practical and innovative instructional methods, Open Valley School empowers students by offering educational choices while fostering a strong sense of personal responsibility and accountability.

As a flexible and challenging educational option, Open Valley School accommodates students seeking active involvement in their learning decisions. Through personalized instruction, adaptable schedules to fit individual circumstances, and access to community or university courses, the school supports diverse educational needs. Families are encouraged to explore the range of opportunities available, ensuring a dynamic and fulfilling academic experience tailored to each student's goals.

Goals:

Open Valley School is dedicated to empowering the students of the Patterson Joint Unified School District (PJUSD) with a high-quality alternative education experience. The school strives to develop a community of engaged, productive individuals who are responsible citizens, independent learners, thoughtful decision-makers, and effective communicators. This vision is brought to life through a rigorous and supportive curriculum designed to foster personal and academic growth, ensuring that every student has the tools to thrive in both their educational and personal endeavors.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	2
Grade 1	4
Grade 2	2
Grade 3	2
Grade 4	1
Grade 6	1
Grade 7	8
Grade 8	14
Grade 9	7
Grade 10	15
Grade 11	25
Grade 12	19
Total Enrollment	100

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
American Indian or Alaska Native	1
Black or African American	8
Hispanic or Latino	73
Two or More Races	2
White	15
English Learners	22
Foster Youth	1
Homeless	2
Socioeconomically Disadvantaged	74
Students with Disabilities	14

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.1	28.7	227.5	80.09	234405.2	84
Intern Credential Holders Properly Assigned	0	0	8.1	2.86	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	5.5	1.95	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.3	57.14	7.3	2.58	11953.1	4.28
Unknown/Incomplete/NA	1	14.02	35.5	12.51	15831.9	5.67
Total Teaching Positions	7.6	100	284	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.7	26.32	215.3	74.6	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	12.7	4.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	18.2	6.32	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.7	72.01	8.5	2.97	11746.9	4.23
Unknown/Incomplete/NA	0.1	1.51	33.7	11.68	14303.8	5.15
Total Teaching Positions	6.6	100	288.7	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.4	22.09	220.6	77.25	230039.4	100
Intern Credential Holders Properly Assigned	0	0	14.7	5.15	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	25.5	8.96	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5	76.85	8.3	2.92	12112.8	4.34
Unknown/Incomplete/NA	0	1.06	16.3	5.72	13705.8	4.91
Total Teaching Positions	6.6	100	285.6	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.1	0
Local Assignment Options	4.30	4.6	5
Total Out-of-Field Teachers	4.30	4.7	5

Class Assignments

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

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

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

At Open Valley, our instructional approach is centered around an online platform, specifically the computer-based program Edgenuity. All instructional materials are accessible through this digital learning environment. This method not only aligns with contemporary educational practices but also provides students with the flexibility to engage with course content at their own pace. The utilization of Edgenuity enhances the learning experience, offering a dynamic and interactive platform that supports our commitment to academic excellence and innovation in education.

Year and month in which the data were collected September, 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Edgenuity Computer Based Program	0
Mathematics	Edgenuity Computer Based Program	0
Science	Edgenuity Computer Based Program	0
History-Social Science	Edgenuity Computer Based Program	0
Foreign Language	Edgenuity Computer Based Program	0
Health	Edgenuity Computer Based Program	0
Visual and Performing Arts	Edgenuity Computer Based Program	0

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

School Facility Conditions and Planned Improvements

Open Valley is situated on the Del Puerto High School Campus and comprises two distinct classrooms—one dedicated to elementary education and the other to secondary education. This dual-classroom setup is designed to cater to the diverse needs of our students. Whether seeking extra assistance or a conducive learning environment within their respective grade levels, students have the flexibility to access the appropriate classroom. This unique arrangement reinforces our commitment to providing personalized support and ensuring that students can thrive academically in an environment tailored to their specific educational needs.

Year and month of the most recent FIT report 9/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	19	27	34	37	47	48
Mathematics (grades 3-8 and 11)	6	5	17	19	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	67	56	83.58	16.42	26.79
Female	37	34	91.89	8.11	26.47
Male	30	22	73.33	26.67	27.27
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	51	44	86.27	13.73	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	42	82.35	17.65	26.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	66	56	84.85	15.15	5.36
Female	36	34	94.44	5.56	5.88
Male	30	22	73.33	26.67	4.55
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	50	44	88.00	12.00	4.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	50	42	84.00	16.00	4.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	9	12.5	13.55	15.86	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	48	88.89	11.11	12.50
Female	33	31	93.94	6.06	12.90
Male	21	17	80.95	19.05	11.76
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	39	37	94.87	5.13	8.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	40	90.91	9.09	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

The students at Open Valley have opportunities to participate in CTE Courses offered at Patterson High School.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	10
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	

2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	82.09
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	0	0	0	0	0
Grade 7	45	45	45	45	45
Grade 9	40	40	40	40	40

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents play a vital role in their child's educational journey, and Open Valley School offers multiple opportunities for active involvement. Parents can participate in the School Site Council, where they contribute to important school decisions and initiatives. They are also encouraged to stay connected by scheduling meetings with teachers, counselors, and administrators to discuss their child's academic progress and well-being.

Additionally, parents can benefit from workshops held throughout the school year, including College Application Nights, FAFSA Nights, and other informational events providing in-person or virtual meetings. These sessions provide valuable guidance and resources to support both parents and students in navigating academic milestones and preparing for future success. Through these avenues, the school fosters a collaborative partnership that enhances the educational experience for every student.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation 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
Dropout Rate	26.1	34.2	0	7.7	7.7	1.8	8.2	8.9	8
Graduation Rate	47.8	52.6	90.9	86	89.1	95.1	86.2	86.4	87.5

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

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	10	90.9
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.00
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 selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	164	147	0	0.0
Female	90	79	0	0.0
Male	74	68	0	0.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	14	14	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	121	107	0	0.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	19	19	0	0.0
English Learners	34	30	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	130	116	0	0.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	24	19	0	0.0

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.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.33	0	0	6.78	7.67	5.32	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.33	0	0	0.21	0.28	0.37	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	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.

2025-26 School Safety Plan

The Open Valley Independent Study Safety Plan is an integral part of the Del Puerto High School Plan, as both entities share the same campus. As a dynamic document, it remains a work in progress, subject to regular review and updates by a committee comprising students, staff, parents, and community members throughout the year. The collaborative efforts ensure its responsiveness to evolving safety needs.

This comprehensive Safety Plan is presented and discussed at the November 2025 staff meeting and was approved by the safety committee on December 11, 2025, engaging both Del Puerto High School and Open Valley Staff. It serves as a consolidated repository of information addressing various aspects of school safety at Del Puerto High School. Covering procedures, plans, guidelines, and policies, the plan addresses potential safety concerns at any given time. Notably, it outlines specific safety procedures, disaster routines, policies related to harassment, child abuse reporting, and more.

Recently, the Safety Plan underwent thorough scrutiny, discussions, and approval for the upcoming academic year (2025-2026). For additional details on the Del Puerto High School Safety Plan, please reach out to the school's administrative office at 209-892-4720. A copy of the plan is available for review at the school or the school district office. Your commitment to safety is valued, and we encourage your engagement with this vital aspect of our educational community.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	4	0	0
1	4	4	0	0
2	3	6	0	0
3	2	6	0	0
4	2	6	0	0
5	8	7	0	0
6	4	11	0	0
Other	9	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	1	0	0
1	4	1	0	0
2	2	1	0	0
3	3	1	0	0
4	2	1	0	0
5	2	1	0	0
6	3	17	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	48	0	0
Mathematics	3	32	0	0
Science	4	21	0	0
Social Science	3	55	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	52		
Mathematics	2	41		
Science	3	25		
Social Science	2	55		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	30		
Mathematics	2	36		
Science	3	24		
Social Science	3	36		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	272

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8740	807	7933	107250
District	N/A	N/A	11830	\$87,267
Percent Difference - School Site and District	N/A	N/A	-39.4	25.4
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-30.3	12.4

Fiscal Year 2024-25 Types of Services Funded

Established in the academic year 2016-2017, Open Valley has evolved into a dynamic educational institution. For the upcoming academic year, our primary focus remains on delivering high-quality online instruction, and we are proud to utilize the Edgenuity Curriculum to achieve this goal. This comprehensive program caters to students in grades 6th-12th, aligning with A-G Requirements to ensure a robust and well-rounded education.

Notably, Open Valley has been recognized with Title 1 funding, underscoring our commitment to providing additional resources to enhance the learning experience for all students.

As we embark on the 2025-2026 academic year, Open Valley remains dedicated to fostering an enriching educational environment through innovative online instruction and strategic resource allocation, ensuring the success and growth of every student in our community.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,298	\$62,145
Mid-Range Teacher Salary	\$89,322	\$97,088
Highest Teacher Salary	\$119,116	\$120,436
Average Principal Salary (Elementary)	\$152,570	\$151,343
Average Principal Salary (Middle)	\$158,785	\$159,514
Average Principal Salary (High)	\$172,019	\$177,261
Superintendent Salary	\$255,734	\$294,805
Percent of Budget for Teacher Salaries	23.94%	29.95%
Percent of Budget for Administrative Salaries	5.47%	5.4%

2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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 Where there are student course enrollments of at least one student.	0

Professional Development

Professional development at Open Valley is a dynamic and comprehensive initiative designed to support our educators in their continuous growth and effectiveness. Activities are thoughtfully delivered through various avenues, including after-school workshops, dedicated professional development days, early release days, conference attendance, individual mentoring, demonstration lessons, and peer observations. Notably, a districtwide professional development day was successfully held on October 24, 2025, and Open Valley had Professional Development tailored to meet Open Valley's needs.

Professional Development

The focus of these professional development activities is meticulously determined through a holistic approach, considering factors such as student academic progress, district initiatives, and site-specific needs. To ensure the successful implementation of new skills, a team of six teachers on special assignment, spanning elementary education, secondary education, technology, English language development, and new teacher support, provides crucial support.

Moreover, district lead teachers play a pivotal role, with eight at the elementary level and twelve at the secondary level, offering assistance across specific grade levels and content areas such as science, English, math, history, electives, and special education. Site administrators contribute to staff development through classroom walks, addressing site-specific topics, and providing individualized assistance to teachers.

Recognizing the importance of external expertise, staff members are encouraged to attend off-site professional growth activities. These activities, ranging from county and regional to statewide training, aim to strengthen skills in content areas and foster a continuous learning culture among our dedicated staff. At Open Valley, we are committed to nurturing a learning community where professional development is tailored, relevant, and actively contributes to the success of both educators and students.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	4	4