



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Open Valley School	5071217-0133124	April 16, 2026	June 1, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by

the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Open Valley School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	5
Other Needs	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance	23
Academic Engagement	32
Conditions & Climate.....	36
Goals, Strategies, & Proposed Expenditures.....	38
Goal 1.....	38
Goal 2.....	41
Goal 3.....	45
Goal 4.....	48
Goal 5.....	51
Budget Summary	53
Budget Summary	53
Other Federal, State, and Local Funds	53
Budgeted Funds and Expenditures in this Plan	54
Funds Budgeted to the School by Funding Source.....	54
Expenditures by Funding Source	54
Expenditures by Budget Reference	54
Expenditures by Budget Reference and Funding Source	54
Expenditures by Goal.....	55
School Site Council Membership	56
Recommendations and Assurances	57

Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Open Valley School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Open Valley School is using this plan to meet the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The Single Plan for Student Achievement is written to outline Open Valley's schoolwide program for the 2026/27 school year. The 2026/27 plan focuses on implementing strategies that support the needs of all students while also targeting resources for students who are currently underserved, with the most significant focus on improving services/supports for the achievement groups identified in the lowest bands on the California Dashboard.

Open Valley's school plan is aligned with the requirements of ESSA and the District's Local Control and Accountability Plan (LCAP). The school's goals and metrics are identical to the goals and metrics outlined in the LCAP. The plan's development includes a comprehensive needs assessment, taking into account information on students' academic achievement, particularly the needs of students who are failing or at risk of failing to meet the challenging state academic standards. The plan includes a description of the strategies that will be used to bring about school improvement, including how the strategies will provide opportunities for all students and each student subgroup to meet the state standards. Additionally, the plan will describe how Open Valley School will strengthen the academic program, improve the graduation rate, improve learning time, and support an enriched and accelerated curriculum, as well as address the needs of all students in the school, particularly those at risk of not meeting graduation requirements.

In reviewing the budget, Open Valley School educational partners determined a greater emphasis shall be placed on developing teachers' collective efficacy with a focus on equity for all students through the structure of a Multi-tiered System of Support (MTSS). This will be supported through coaching, professional development, and a wide range of supports for all students, with an emphasis on literacy and effective Tier 1 instruction.

Educational Partner Involvement

How, when, and with whom did Open Valley School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Open Valley School engages the school's Multi-Tiered System of Support (MTSS) teams, School Site Council (SSC), English Language Advisory Committee (ELAC), staff, and input collected from parent and student surveys for feedback on the Single Plan of Student Achievement (SPSA) and Annual Review Update. Throughout the 2025/26 school year, staff collaborated regularly to analyze school/student data and provide feedback as part of the planning process for this SPSA, such as during monthly Faculty meetings and weekly Professional Learning Communities Meetings (PLC). In addition, this data and staff input were shared with these groups and utilized as part of the planning process. Patterson Joint Unified School District (PJUSD) Educational Services provided consultation and support throughout this process. Data reviewed by all education partners included student academic performance data, such as Reading and Mathematics scores, i-Ready assessment scores, attendance rates, and more. All feedback was reviewed by the SSC members and considered during the planning and writing process for SPSA.

SPSA Engagement Meetings included:

- SSC: 2/12/26, 4/16/26
- ELAC: 2/12/26, 4/16/26
- Staff Meetings: 2/10/26, 3/10/26
- Meet Greet (Parent Night): 8/27/25
- Parent Night: 2/10/26

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

In the 2024/2025 school year, Open Valley School performed in the Red (very low) level on the California Dashboard in both English Language Arts (ELA) and Mathematics. In ELA, the school performed 134.8 points below standard, reflecting a decline of 32.7 points from the 2023/2024 school year. In Mathematics, the school performed 200.9 points below standard, representing a decline of 11.4 points from the previous year. Additionally, the hispanic/latino student group performed at the very low level in both ELA and Math.

Despite these academic challenges, there were notable gains in student outcomes. The graduation rate increased to 91.7%, a 34.5 percentage point increase, and the College and Career Readiness rate rose to 18.2%, an increase of 12.9 percentage points from the prior year.

Student group data indicate continued disparities. Students identified as Socioeconomically Disadvantaged (SED) performed 149 points below standard in ELA, a decline of 54.8 points, and 194.3 points below standard in Math, a decline of 18.7 points. Students identified as Hispanic/Latino (HL) performed 124 points below standard in ELA, a decline of 48.1 points, and 195.1 points below standard in Math, a decline of 28.9 points compared to the previous year.

Through data analysis, staff and educational partners identified ELA and Mathematics achievement as critical areas for improvement. The School Plan for Student Achievement (SPSA) will focus on strengthening Tier 1 instruction to address these achievement gaps. Additionally, with both indicators in the Red level in ELA and math, the school will continue to implement a comprehensive and integrated English Learner Development (ELD) program to support multilingual learners.

Overall, the data highlights the need for immediate and sustained intervention to improve academic performance and close achievement gaps. By implementing evidence-based strategies focused on academic achievement, graduation outcomes, and college and career readiness, the school aims to ensure equitable access and success for all students. Ongoing monitoring and evaluation will be essential to measure progress and refine supports across all student groups.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In the 2024/25 school year, no subgroup performed two or more performance levels below the “all student” performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

In addition to the Dashboard data, staff and educational partners of Open Valley School examined the locally collected data from the iReady data and Egdenuity. Through analysis sets, staff and educational partners determined that Open Valley School will continue our work with Essential Standards for each of course through our Professional Learning Communities (PLC).

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Open Valley School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.74%	1.00%	%	1	1	
African American	8.82%	8.00%	10.87%	12	8	10
Asian	1.47%	%	2.17%	2		2
Hispanic/Latino	77.21%	73.00%	67.39%	105	73	62
Pacific Islander	0.74%	%	1.09%	1		1
White	7.35%	15.00%	10.87%	10	15	10
Multiple/No Response	2.21%	2.00%	2.17%	3	2	2
Total Enrollment				136	100	92

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	3	2	
Grade 1	4	4	2
Grade 2	2	2	4
Grade3	3	2	3
Grade 4	2	1	4
Grade 5	2	0	1
Grade 6	9	1	3
Grade 7	6	8	5
Grade 8	8	14	11
Grade 9	13	7	12
Grade 10	21	15	13
Grade 11	22	25	15
Grade 12	41	19	19
Total Enrollment	136	100	92

Conclusions based on this data:

- 1. Total enrollment in 2024/25 declined by 36 students, from 136 students in 2023/24 to 100 students in 2024/25.
- 2. The majority of enrollment is based on grades 9th-12th students.
- 3. Students in 5th grade in 2024/25 declined by 2 students from 2 students in 2023/24 to 0 students in 2024/25.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	37	22	14	21.2%	27.2%	15.2%
Fluent English Proficient (FEP)	22	12	22	13.2%	16.2%	23.9%

Conclusions based on this data:

- Open Valley has seen a decrease of English Learners from 2023/24 to 2024/25. In 2023/24 there was 37 English learners enrolled and in 2024/25 there was 22. That is a 15 student decrease.
- Open Valley has no Reclassified Fluent English Proficient (RFEP) students which is an area of concern.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4	*	5	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	0	*	*	0			
Grade 5	10	*	*	9	*	*	9	*	*	90.0		
Grade 6	12	10	*	11	9	*	11	9	*	91.7	90	
Grade 7	14	20	13	10	17	11	10	17	11	71.4	85	84.6
Grade 8	28	13	14	19	10	12	19	10	12	67.9	76.9	85.7
Grade 11	51	32	29	23	28	25	23	27	25	45.1	87.5	86.2
All Grades	121	80	67	76	68	56	76	67	56	62.8	85	83.6

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2523.	*	*	0.00	*	*	63.64	*	*	18.18	*	*	18.18	*	*
Grade 7	*	2471.	2499.	*	0.00	0.00	*	17.65	45.45	*	23.53	27.27	*	58.82	27.27
Grade 8	2520.	*	2445.	10.53	*	0.00	21.05	*	8.33	36.84	*	25.00	31.58	*	66.67
Grade 11	2526.	2515.	2500.	13.04	11.11	0.00	17.39	7.41	28.00	30.43	37.04	28.00	39.13	44.44	44.00
All Grades	N/A	N/A	N/A	6.58	4.48	0.00	25.00	14.93	26.79	26.32	35.82	30.36	42.11	44.78	42.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	15.79	7.46	8.93	52.63	59.70	50.00	31.58	32.84	41.07

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5.26	4.48	7.14	52.63	47.76	46.43	42.11	47.76	46.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	5.26	7.46	3.57	71.05	61.19	75.00	23.68	31.34	21.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	9.21	1.49	1.79	61.84	71.64	62.50	28.95	26.87	35.71

Conclusions based on this data:

1. Glow: Students in 7th grade during the 2024/25 school year out performed the students in 7th grade in the 2023/24 school year.
2. Grow: Students in the 8th grade during the 2024/25 school year has an increase of 66.67% of standards not met which represents an opportunity for growth.
3. Equity: 11th grade students are at a significantly higher percentage for standards not met (44.04%) compared to all other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for this grade level of students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4	*	4	*	*	*	*	*	*			
Grade 4	*	*	*	*	*	0	*	*	0			
Grade 5	10	*	*	9	*	*	9	*	*	90.0		
Grade 6	13	10	*	11	9	*	11	9	*	84.6	90	
Grade 7	14	20	13	10	17	11	10	17	11	71.4	85	84.6
Grade 8	28	13	14	19	10	12	19	10	12	67.9	76.9	85.7
Grade 11	51	32	29	23	27	25	23	27	25	45.1	84.4	86.2
All Grades	122	80	66	76	67	56	76	67	56	62.3	83.8	84.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2475.	*	*	0.00	*	*	27.27	*	*	27.27	*	*	45.45	*	*
Grade 7	*	2418.	2427.	*	0.00	0.00	*	11.76	0.00	*	17.65	9.09	*	70.59	90.91
Grade 8	2445.	*	2398.	0.00	*	0.00	15.79	*	0.00	0.00	*	16.67	84.21	*	83.33
Grade 11	2433.	2433.	2453.	0.00	0.00	0.00	4.35	7.41	8.00	13.04	7.41	20.00	82.61	85.19	72.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	10.53	5.97	5.36	15.79	14.93	17.86	73.68	79.10	76.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	3.57	22.37	23.88	23.21	77.63	76.12	73.21

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	2.63	0.00	1.79	50.00	47.76	41.07	47.37	52.24	57.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*		*	*		*	*	
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	1.32	1.49	1.79	48.68	56.72	53.57	50.00	41.79	44.64

Conclusions based on this data:

1. Glow: Students in 11th grade during the 2024/25 school year out performed the students in 11th grade in the 2023/24 school year at standards met.
2. Grow: Mathematics achievement did not increase in the 2023/24 school year from the 2023/24. The mean scaled score in Mathematics remained the same which represents an opportunity for growth.

3. Equity: 7th grade students are at a significantly higher percentage for standards not met (90.91%) compared to all other grade levels, representing an area of focus and attention on strategies to ensure equitable outcomes for this grade level of students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	4	*	*
8	*		*	*		*	*		*	5	0	*
9	*	*	*	*	*	*	*	*	*	*	7	*
10	*	*	*	*	*	*	*	*	*	10	7	*
11	*	*	*	*	*	*	*	*	*	10	9	4
12	*	*	*	*	*	*	*	*	*	9	8	*
All Grades										46	37	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.22	13.51	12.50	36.96	27.03	31.25	39.13	43.24	25.00	8.70	16.22	31.25	46	37	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.39	29.73	31.25	45.65	27.03	25.00	30.43	32.43	37.50	6.52	10.81	6.25	46	37	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4		*	*		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.35	5.41	6.25	21.74	16.22	18.75	45.65	40.54	37.50	28.26	37.84	37.50	46	37	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.35	8.11	6.25	78.26	67.57	50.00	17.39	24.32	43.75	46	37	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.04	56.76	68.75	30.43	32.43	18.75	6.52	10.81	12.50	46	37	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.52	8.11	6.25	56.52	45.95	50.00	36.96	45.95	43.75	46	37	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4		*	*		*	*		*	*		*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.87	8.11	0.00	80.43	75.68	68.75	8.70	16.22	31.25	46	37	16

Conclusions based on this data:

1. Glow: Students during the 2024/25 school year increased to 40% which is 2.8% increase than the 2023/24 school year.
2. Grow: English Learner students who decreased their score by one level in 2024/25 accounted for 26.7%, indicating an area for growth.
3. Note: Since the minimum number of students tested (25) was not met, no reporting data is available by grade level.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
100	74%	22%	1%
Total Number of Students enrolled in Open Valley School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	22%
Foster Youth	1	1%
Homeless	2	2%
Socioeconomically Disadvantaged	74	74%
Students with Disabilities	14	14%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	8%
American Indian	1	1%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	73	73%
Two or More Races	2	2%
Pacific Islander	0	0.0%
White	15	15%

Conclusions based on this data:

- 74% of students are Socioeconomically Disadvantaged.

2. 22% of students are English Learners.
3. 73% of the student population is Hispanic.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  No Performance Color	Suspension Rate  Blue
Mathematics  Red	Chronic Absenteeism  Blue	
English Learner Progress  No Performance Color		
College/Career  No Performance Color		

Conclusions based on this data:

- 1. Glow: Open Valley Chronic Absenteeism for the 2024/25 school year is in the Blue.
- 2. Grow: English Language Arts and Math is very low (Red), representing an area of focus and attention on strategies to positive outcomes.
- 3. Glow: Open Valley Suspension Rate for the 2024/25 school year is in the Blue.

School and Student Performance Data

Academic Performance English Language Arts

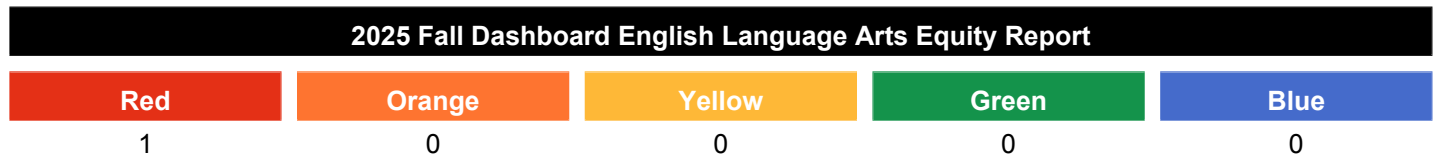
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Red 134.8 points below standard Declined 32.7 points 41 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color 149 points below standard Declined 54.8 points 28 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 124 points below standard Declined 48.1 points 32 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. **Glow:** Despite overall challenges, the data provides a clear picture of student performance trends, allowing for targeted interventions. English Only students, while still below standard, performed better than other groups, indicating potential strengths in foundational literacy instruction that can be expanded.
2. **Grow:** Significant declines in English Language Arts performance were observed across all student group. Socioeconomically Disadvantaged students experiencing the greatest losses. Focused interventions, differentiated instruction, and increased academic support are essential to reverse these trends.
3. **Equity:** The data highlights a major achievement gap, particularly affecting Hispanic students, and Socioeconomically Disadvantaged students, all of whom performed well below standard. Addressing these disparities requires culturally responsive teaching, targeted literacy programs, and increased teacher training on differentiated instruction.

School and Student Performance Data

Academic Performance Mathematics

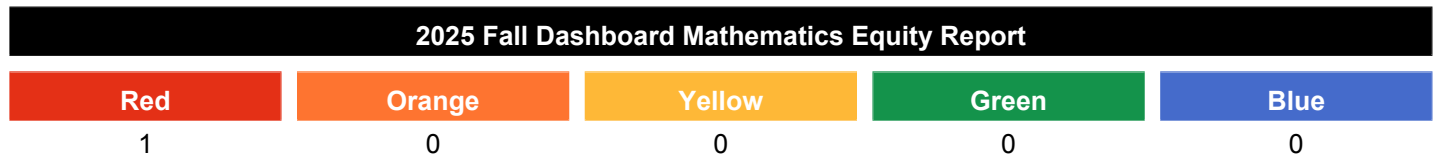
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Red 200.9 points below standard Declined 11.4 points 40 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged  No Performance Color 194.3 points below standard Declined 18.7 points 27 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 195.1 points below standard Declined 28.9 points 31 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. **Glow:** The data provides a clear picture of performance trends, allowing for strategic planning and targeted interventions. English Only students, while still below standard, showed the smallest decline, suggesting areas of instructional strength that can be expanded to support other student groups.
2. **Grow:** Math performance declined significantly across all student group, with Hispanic students experiencing the largest drops. Prioritizing targeted interventions, differentiated math instruction, and additional academic supports will be essential to improve student outcomes.
3. **Equity:** The data highlights a substantial achievement gap, with Hispanic students and Socioeconomically disadvantaged students scoring over 195 points below standard, demonstrating a critical need for specialized math support. Addressing these disparities will require culturally responsive teaching, expanded intervention programs, and enhanced professional development to better serve struggling students.

School and Student Performance Data

Academic Performance Science

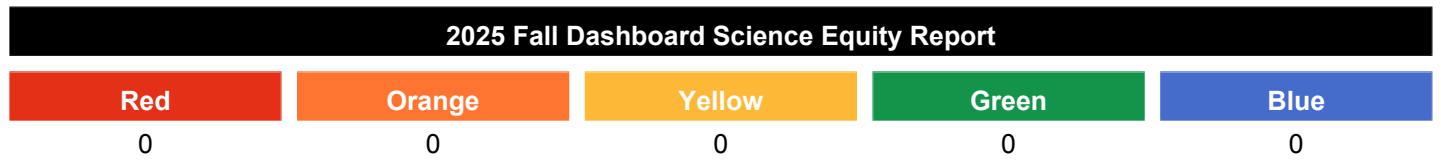
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students No Performance Color 39.2 science points Increased 4.6 points 22 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Socioeconomically Disadvantaged No Performance Color 41.4 science points Increased 6.5 points 17 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 39.3 science points Maintained 1.4 points 15 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Due to Open Valley's small size and limited number of students taking the CAST performance color was not assigned. However, all students increased by 4.6 points from 2023/24 school year.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 40 making progress. Number Students: 15 Students	 No Performance Color 41.7 making progress. Number Students: 12 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.7%	33.3%	6.7%	33.3%

Conclusions based on this data:

1. **Glow:** Nearly 40% of English Learners made progress toward English language proficiency, indicating that instructional strategies are helping some students advance. Additionally, 19 students progressed at least one ELPI level, demonstrating measurable growth in language acquisition.
2. **Grow:** With over half of English Learners (60%) either maintaining lower ELPI levels or decreasing in proficiency, more targeted interventions are needed. A focus on differentiated instruction, increased language support, and enhanced scaffolding strategies will be essential to accelerate progress for all English Learners.
3. **Equity:** The data highlights that 26.7% of students regressed by one ELPI level, while only 6.7% of students maintained ELPI Level 4, showing a need for stronger long-term language development strategies. Ensuring equitable access to structured English language development programs, small-group instruction, and culturally responsive teaching will be key to improving overall proficiency rates.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

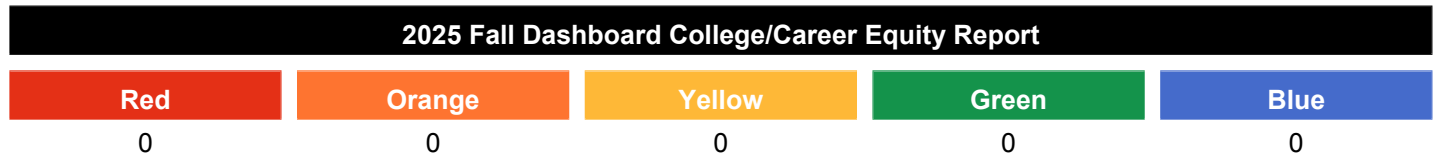
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  No Performance Color Prepared 18.2% Increased 12.9% 11 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. **Glow:** The data provides a clear snapshot of college and career readiness, allowing for focused interventions and improvement strategies. Identifying specific student groups with no preparedness ensures that targeted programs can be implemented to increase postsecondary success.
2. **Grow:** With 18.2% of students classified as prepared for college or career, immediate action is needed to strengthen career pathways, dual enrollment opportunities, and access to college readiness programs. Expanding CTE (Career & Technical Education) programs, AP course access, and postsecondary counseling will be crucial for improving student preparedness.
3. **Equity:** The data highlights that all subgroups, including English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, show no preparedness for college or career, revealing systemic gaps in access to necessary resources. To bridge these gaps, targeted interventions such as mentorship programs, college workshops, and equitable access to career-technical education must be prioritized.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue 0% Chronically Absent Maintained 0 54 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Blue 0% Chronically Absent Maintained 0 41 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0% Chronically Absent Maintained 0 40 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Glow: The overall chronic absenteeism rate remains low at 0%, placing the school in the Blue performance level, which indicates strong attendance efforts. This suggests that current strategies to promote attendance are effective for most students and should be sustained.

School and Student Performance Data

Academic Engagement Graduation Rate

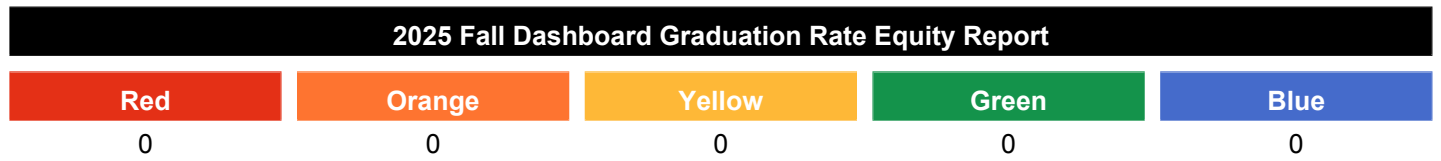
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  No Performance Color 91.7% graduated Increased 34.5% 12 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 90.9% graduated Increased 31.9% 11 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. Glow: Despite challenges, socioeconomically disadvantaged students had the highest graduation rate at 90.9%, showing resilience and some success through graduation. This indicates that targeted programs may be making a difference, and similar strategies could be expanded to benefit other student groups.
2. Glow: The graduation rate increased from 57.1% in 2023/24 to 91.7% in the 2024/25 school year, representing a 34.5 percentage point increase.

School and Student Performance Data

Conditions & Climate Suspension Rate

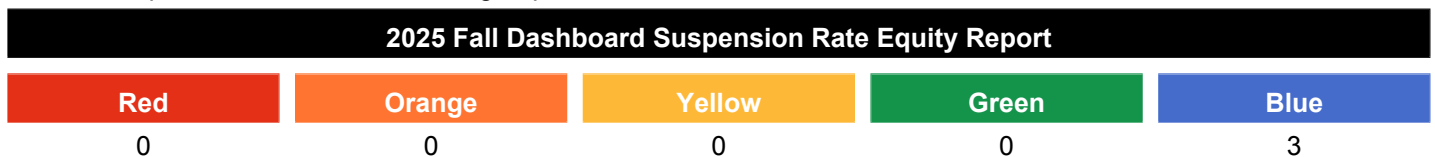
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0% 164 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 34 Students	Long-Term English Learners  No Performance Color 0% suspended at least one day Maintained 0% 29 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0% 130 Students

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 24 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 14 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 121 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 19 Students

Conclusions based on this data:

1. Glow: Suspension rates remain low across all student groups, with English Learners, Students with Disabilities, and Hispanic students maintaining a 0% suspension rate (Blue Performance Level). This indicates that positive behavior interventions and restorative practices are contributing to a supportive school environment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Open Valley School will ensure all students will be provided with rigorous academic experiences that prepare them to be college and/or career-ready upon graduation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement: All students will be provided with rigorous academic experiences that prepare them to be college and/or career ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of CA Dashboard and local data indicates that the English Language Arts and Math is significantly low (Red category), highlighting a critical need for improvement among all students, particularly Hispanic/Latino (H/L) student subgroups. The SPSA includes metrics and strategies/actions to address areas of low and very low performance at Open Valley and for each student subgroup.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Pupils with Access to Standards-aligned Instructional Materials (Source: Williams Report, 2025)	100%	100%
CAASPP ELA: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All Students: 26.8% English Learners: No baseline due to no data dashboard. Hispanic/Latino: No baseline due to no data dashboard. Low Income: 19.65%	All Students: 30% English Learners: 6% Hispanic/Latino: 6% Low Income: 25.65%
CAASPP Math: Percent of Students in Grades 3-8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All Students: 5.4% English Learners: No baseline due to no data dashboard. Low Income: No baseline due to no data dashboard. Hispanic/Latino: 6%	All Students: 10% English Learners: 6% Low Income: 6% Hispanic/Latino: 6%
CAST: Percent of Students in Grades 5, 8, and 11 Scoring a Level 3 or 4 (Source: CA Dashboard, 2025)	All Students: No baseline due to no data dashboard. English Learners: No baseline due to no data dashboard.	All Students: 6% English Learners: 6%
A-G Pathway Completion: Percent of Students Who Completed the A-G Pathway (Source: CA Dashboard, 2025)	All Students: 18.2% English Learners: No baseline due to no data dashboard.	All Students: 21% English Learners: 5% Students with Disabilities: 5%

	Students with Disabilities: No baseline due to no data dashboard.	
CTE Completion: Percent of Students Who Completed a CTE Pathway (Source: CA Dashboard, 2025)	All Students: 18.2% English Learners: No baseline due to no data dashboard. Students with Disabilities: No baseline due to no data dashboard.	All Students: 5% English Learners: 5% Students with Disabilities: 5%
A-G Completion + CTE Completion: Percent of Students Who Completed the A-G Pathway and a CTE Pathway (Source: CA Dashboard, 2025)	All Students: 18.2% English Learners: 0% Students with Disabilities: 0%	All Students: 21% English Learners: 5% Low Income: 5%
English Learner Progress Indicator: Percent of English Learners Who Increased at Least 1 ELPI Level OR Remained at ELPAC Level 4 (Source: CA Dashboard, 2025)	All Students (ELs): 40.0%	All Students (ELs): 45%
English Learner Reclassification Rate: Percent of English Learners Redesignated as Fluent English Proficient (RFEP) (Source: CALPADS RFEP List, 2026)	All Students (ELs): 0%	All Students (ELs): 5%
College and Career Readiness Indicator: Percent of Students Prepared (Source: CA Dashboard, 2025)	All Students: 18.2% English Learners: 0% Students with Disabilities: 0%	All Students: 21% English Learners: 5% Students with Disabilities: 5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide Credit Recovery and academic tutoring for students after school	All Students	2000 Title I 1000-1999: Certificated Personnel Salaries Teacher to salary to run credit recovery after school 1095 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials, supplies, (G101)
1.2	Designated/and or integrated ELD will be utilized to support English Learners during class in the virtual classroom setting.	English Learners	1000 Title I 4000-4999: Books And Supplies Supplemental Supplies for the classroom

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Open Valley School completed three strategies identified in the 2024/25 SPSA. The strategies completed were the site leadership team providing training to help increase student reading levels, ensuring educators had the resources and knowledge to support literacy growth. Additionally, all students participated in a rigorous credit recovery program known as Edgenuity, helping them stay on track for graduation. Furthermore, after-school support opportunities were provided to assist students in English, reinforcing their language skills and comprehension. These efforts contributed to improving student academic outcomes and engagement.

Open Valley School met two of the three metrics identified in the 2024/25 SPSA. The school successfully improved student reading levels, ensured access to credit recovery programs, and expanded academic support in English. However, [mention any metrics that were partially met or not met]. Moving forward, the school will focus on addressing these gaps to ensure continued progress toward its goals.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There aren't any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal now includes expanded and clarified supports to better address student needs. These updates include enhanced postsecondary support such as structured assistance with college applications, FAFSA/CADAA completion, and coordinated field trips to colleges and vocational programs; increased access to academic intervention through after-school credit recovery and targeted tutoring aligned to individual learning plans; strengthened ELD services that specify the use of both designated and integrated ELD in the virtual classroom to better support English Learners; and additional teacher support through professional development in virtual instruction, instructional strategies, and updated curriculum materials that promote rigor and engagement. The goal also expands CTE exposure by adding activities that increase student awareness of postsecondary career pathways, including trade school workshops, guest speakers, and industry-aligned field trips. To measure progress more accurately, metrics were updated to include monitoring the number of students completing college or trade school applications, tracking participation in tutoring, credit recovery, and CTE exploration activities, and reviewing progress indicators for English Learners aligned to ELPAC growth and classroom performance. These changes are reflected in Goal 1: Academic Achievement within the "Strategies/Activities," "Metrics/Indicators," and "Annual Measurable Outcomes" sections, with adjustments found under Actions 1.1 through 1.2, where academic interventions, ELD supports, CTE activities, and professional development have been revised to align with the updated analysis and needs of Open Valley School's student population.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student and Staff Safety and Wellness

Open Valley School will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Student and Staff Safety and Wellness: PJUSD will cultivate a safe and respectful learning environment that prioritizes the emotional health and well-being of all students and staff.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

A review of the CA Dashboard and local data indicates no low-performance areas. However, Open Valley School will continue to support all students to ensure that their well-being and safety remain a priority.

One challenge identified in the 2024/25 SPSA was low participation rates in key surveys that inform goal development, including the CA Healthy Kids Survey, the CA School Staff Survey, and the CA School Parent Survey. Due to low response rates, there is currently no available data from these surveys, which impacts the ability to make data-driven decisions. To address this issue, Open Valley will implement strategies to increase participation, such as offering incentives for survey completion, enhancing communication with parents about the importance of their feedback, and providing on-site support to assist families in completing the surveys. By taking these steps, Open Valley aims to gather more comprehensive input from all stakeholders to better inform future planning and improvements. The SPSA includes metrics and strategies/actions to address areas of low and very low performance at Del Puerto and for student subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Percent of Students Attending School on a Daily Basis (Source: AERIES ADA Report, 2026)	All Students: 73.07% Homeless: 38.78%	All Students: 78% Homeless : 43.78%
Chronic Absenteeism Rate: Percent of Students Chronically Absent from School (Source: CA Dashboard, 2025)	All Students: 0%	All Students: 0
High School Graduation Rate: Percent of Students Who Graduate (Source: CA Dashboard, 2025)	All Students: 91.7% Students with disabilities: No performance color	All Students: 96% Students with disabilities: 80%
Suspension Rate: Percent of Students Suspended at Least One Day (Source: CA Dashboard, 2025)	All Students: 0% Homeless: No performance color Foster: No performance color Students with disabilities: No performance color African American: No performance color	All Student: 0% Homeless: 0% Foster: 0% Students with disabilities: 0% African American: 0%

California Healthy Kids Survey (CHKS): Average Percent of Students that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on School Connectedness, Social and Emotional Learning Supports, and AntiBullying Climate (Source: CHKS, 2025/26)	School Connectedness: No data due to low student responses. Social and Emotional Learning Supports: No data due to low student responses. Anti Bullying Climate: No data due to low student responses.	School Connectedness: To be established in the 2026/27 school year. Social and Emotional Learning Supports: To be established in the 2026/27 school year. Anti Bullying Climate: To be established in the 2026/27 school year.
California School Staff Survey (CSSS): Percent of Staff that 'Agree' or 'Strongly Agree' on Staff Working Environment (Source: CSSS, 2025/26)	Staff Working Environment: Supportive and inviting place for staff to work.- No data due to low staff responses. Promotes trust and collegiality among staff.- No data due to low staff responses. Is a safe place for staff.- No data due to low staff responses. Promotes personnel participation in decision-making that affects school practices and policies.- No data due to low staff responses.	Staff Working Environment: Supportive and inviting place for staff to work. - To be established during the 2026/27 school year. Promotes trust and collegiality among staff. - To be established during the 2026/27 school year. Is a safe place for staff. - To be established during the 2025/26 school year. Promotes personnel participation in decision-making that affects school practices and policies. - To be established during the 2026/27 school year.
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Student Learning Environment and Social and Emotional Supports (Source: CSPS, 2025/26)	Student Learning Environment: This school is a supportive and inviting place for students to learn. -No data due to low parent responses. This school is a safe place for my child. -No data due to low parent responses. Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs. -No data due to low parent responses.	Student Learning Environment: This school is a supportive and inviting place for students to learn. - To be established during the 2026/27 school year. This school is a safe place for my child. - To be established during the 2026/27 school year. Social and Emotional Supports: My child's teachers are responsive to my child's social and emotional needs. - To be established during the 2026/27 school year.
Tiered Fidelity Inventory (TFI) (Source: TFI, 2025/26)	Tier 1: 80% Tier 2/3: 69%	Tier 1: 85% Tier 2/3: 75%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Recognize and reward students for demonstrating positive behavior and academic achievement.	All Students	1500.00 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Incentives and certificates and other materials (G204)
2.2	Develop and maintain Wellness Centers and classroom Comfort Corners	All Students	375 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and Supplies (G202)

2.3	Provide lunch time activities for students to support attendance and Social Emotional Learning.	All Students	750.00 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and supplies for SEL & Attendance (G202)
2.4	PBIS incentive systems (individual, classroom, and school-wide recognition)	All Students	375 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Materials and Supplies (G202)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Open Valley School completed one out of two strategies identified in the 2024/25 SPSA. The completed strategy involved the site leadership team providing professional development and facilitating discussions focused on Math instruction and best instructional practices. These efforts helped enhance teaching strategies and support student learning in mathematics. However, the strategy of engaging staff in professional development specifically for Common Core Math was not implemented, leaving a gap in targeted training for this instructional framework. Open Valley met one of the two metrics identified in the 2023/24 SPSA. The school successfully provided professional development opportunities for staff, supporting instructional growth in Math. However, the goal of implementing Common Core Math-focused professional development was not met. This gap limited staff exposure to specific strategies aligned with Common Core standards. Moving forward, Open Valley will prioritize this area by allocating resources and scheduling targeted training opportunities to address this need.

The primary difference between the intended and actual implementation of strategies was the lack of professional development specifically for Common Core Math. While professional development was successfully delivered in general Math instruction and best practices, there were no sessions explicitly focused on Common Core Math, resulting in an unmet goal metric. Budgeted funds allocated for this training were not utilized as planned, potentially due to scheduling challenges or resource availability. Moving forward, Open Valley will ensure that designated funding is used effectively by securing Common Core Math professional development opportunities and integrating them into staff training schedules.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was very little professional development offered to independent study teachers in there area of Math and English Language Arts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To better address identified needs, several strategies were clarified, expanded, or newly added. Recognition and reinforcement systems were strengthened to more intentionally acknowledge students for positive behavior, improved attendance, and academic achievement, with activities expanded to include monthly incentives, assemblies, and progress-monitoring celebrations. Professional development on Restorative Practices was enhanced to support staff in building relational capacity, repairing harm, and creating a more inclusive and supportive learning environment. College and career exploration field trips were incorporated as proactive wellness supports, providing students with meaningful experiences that build motivation, belonging, and future-focused thinking. Lunch-time engagement activities were also expanded to improve attendance, reduce isolation, and promote social-emotional development through structured mid-day activities, clubs, and wellness events. Corresponding revisions to metrics and outcomes were made to better

measure progress toward school climate and wellness goals, including tracking participation in recognition and SEL activities, monitoring referral data, attendance trends, and student perceptions of belonging and safety, and measuring staff participation in Restorative Practices training and implementation. These updates are reflected in Goal 2: Student and Staff Safety and Wellness within the SPSA, specifically in the “Strategies/Activities,” “Metrics/Indicators,” and “Annual Measurable Outcomes” sections, with revisions found under Actions 2.1 through 2.3.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Facilities and Resources

Open Valley School will maximize resources for students and staff to support educational excellence.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Facilities and Resources: Maximize resources for students and staff to support educational excellence.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our district and school firmly believe that all students should have access to well-maintained facilities and essential resources to support their academic growth. One challenge identified in the 2024/25 SPSA was low participation rates in key surveys that inform goal development, including the CA Healthy Kids Survey, the CA School Staff Survey, and the CA School Parent Survey. Due to low response rates, there is currently no available data from these surveys, which impacts the ability to make data-driven decisions. To address this issue, Open Valley will implement strategies to increase participation, such as offering incentives for survey completion, enhancing communication with parents about the importance of their feedback, and providing on-site support to assist families in completing the surveys. By taking these steps, Open Valley aims to gather more comprehensive input from all stakeholders to better inform future planning and improvements. The SPSA includes metrics and strategies/actions to address areas of low and very low performance at Del Puerto and for student subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facilities in Good Repair: Overall Rating of Facilities Maintained in Good Repair (Source: Williams FIT Reports, 2025)	Exemplary	Exemplary
Clean and Well-Maintained Facilities and Properties: Average Percent of Students, Staff, and Parents that Reported "Yes, most of the time" or "Yes, all of the time", or, "Agree" or "Strongly Agree" on Clean and Well-Maintained Facilities and Properties (Source: CA Healthy Kids Survey, 2024; CA School Staff Survey, 2024; CA School Parent Survey, 2025/26)	Clean and Well-Maintained Facilities and Properties: - Elementary Students: Is your school building neat and clean? -No data due to low responses. - Secondary Students: My school is usually clean and tidy. -No data due to low responses. - Staff: This school has clean and well-maintained facilities and property. -No data due to low responses. - Parents: This school has clean and well-maintained facilities and property. -No	Clean and Well-Maintained Facilities and Properties: - Elementary Students: Is your school building neat and clean? - To be established during the 2026/27 school year. - Secondary Students: My school is usually clean and tidy. - To be established during the 2026/27 school year. - Staff: This school has clean and well-maintained facilities and property. - To be established during the 2026/27 school year.

	data due to low parent responses.	Parents: This school has clean and well-maintained facilities and property. - To be established during the 2026/27 school year.
--	-----------------------------------	--

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-wide cleanliness, repair/replacement safety items such as lighting and signage	All Students	2,500 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Updating signage around campus that Open Valley is clearly identified. (G301)
3.2	Update Murals around campus	All Students	2,500 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Supplies and materials etc. (G301)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Open Valley School successfully implemented two out of the three strategies outlined in the 2024/25 SPSA. The completed strategies included the development of individualized learning plans for all students, ensuring targeted academic support, and an increase in student attendance, reflecting improved engagement and school participation. However, the strategy to improve the graduation rate by 10% was not achieved. Open Valley met two of the three metrics identified in the 2024/25 SPSA. The school successfully developed learning plans for all students and saw an increase in attendance rates, meeting those respective goals.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budgeted expenditures were used effectively for learning plan development and attendance initiatives, both of which met their intended outcomes. However, funds allocated for graduation rate improvement may need to be reassessed or reallocated to enhance tutoring programs, credit recovery options, or mentorship initiatives.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis, several updates were made to strengthen Goal 3: Facilities and Resources: Maximizing resources for students and staff to support educational excellence. The strategies for this goal were expanded to more clearly address site needs, including renewed emphasis on maintaining school-wide cleanliness through routine cleaning schedules and enhanced custodial support, as well as prioritizing the repair and replacement of essential safety items such as outdoor lighting, interior and exterior signage, and other infrastructure that ensures a safe and functional learning environment. Additionally, the goal now includes updating and refreshing campus murals to promote school pride, support a positive climate, and create welcoming spaces for students and staff. Metrics have been refined to track completion of maintenance requests, response times for safety repairs, and progress on campus beautification projects.

These revisions are reflected in Goal 3: Facilities and Resources within the SPSA, specifically in the sections labeled Strategies/Activities, Metrics/Indicators, and Annual Measurable Outcomes, with updates found under Actions 3.1 through 3.2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Communications and Collaboration

Open Valley School will provide parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Communications and Collaboration: Provide schools, parents, staff, and members of the community with a consistent stream of communication that is transparent and easily accessible to all.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success. One challenge identified in the 2024/25 SPSA was low participation rates in key surveys that inform goal development, including the CA Healthy Kids Survey, the CA School Staff Survey, and the CA School Parent Survey. Due to low response rates, there is currently no available data from these surveys, which impacts the ability to make data-driven decisions. To address this issue, Open Valley will implement strategies to increase participation, such as offering incentives for survey completion, enhancing communication with parents about the importance of their feedback, and providing on-site support to assist families in completing the surveys. By taking these steps, Open Valley aims to gather more comprehensive input from all stakeholders to better inform future planning and improvements. The SPSA includes metrics and strategies/actions to address areas of low and very low performance at Del Puerto and for student subgroups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Parent Survey (CSPS): Percent of Parents that 'Agree' or 'Strongly Agree' on Promotion of Parental Involvement and Communication with Parents About School (Source: CSPS, 2025/26)	Promotion of Parental Involvement: - School encourages me to be an active partner with the school in educating my child. -No data due to low parent responses. - School actively seeks the input of parents before making important decisions. -No data due to low parent responses. - Parents feel welcome to participate at this school. - No data due to low parent responses. Communication with Parents About School: - School keeps me well-informed about school activities. -No data due to low parent responses.	Promotion of Parental Involvement: - School encourages me to be an active partner with the school in educating my child. - To be established during the 2026/27 school year. - School actively seeks the input of parents before making important decisions. - To be established during the 2026/27 school year. - Parents feel welcome to participate at this school. - To be established during the 2026/27 school year. Communication with Parents About School: - School keeps me well-informed about school activities. - To be established during the 2026/27 school year.
Parent Education Events: Number of Parent Education Events per Year (Source: PJUSD Parent Education Events List, 2025/26)	Number of Parent Education Events: 1	Number of Parent Education Events: 3
Parent and Community Volunteers: Number of Parent/Community Volunteers (Source: PJUSD Parent Volunteer List, Spring 2026)	Number of Level 1: 0 Number of Level 2 Volunteers: 0	Number of Level 1: 1 Number of Level 2 Volunteers: 1

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Host parent nights/events on campus to support graduation, college, and career growth.	All Students	500 LCFF: Local Control Funding Formula 4000-4999: Books And Supplies Supplies and materials for meetings (G403)
4.2	Host SSC, ELAC, and other parent groups so parents are able to provide feedback on decisions for Open Valley School.	All Students	500 LCFF: Local Control Funding Formula 5000-5999: Services And Other Operating Expenditures Provide transportation for parents to attend parent education events (G403)
4.3	Communication with parents and community through Parentsquare and other forms of communication of what is taken place at the site.	All Students	500 LCFF: Local Control Funding Formula 5900: Communications

			Postage fees to inform parents of all the different events happening at Open Valley. (G405)
--	--	--	---

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Open Valley School successfully implemented two out of the three strategies identified in the 2024/25 SPSA. The completed strategies included the development of individualized learning plans for all students, ensuring personalized academic support, and an increase in student attendance, reflecting improved engagement and school participation. These efforts contributed to student progress and a more structured approach to academic success. However, the strategy related to the Positive Behavior Intervention and the implementation of Tier 2 supports was not met, limiting the school's ability to provide targeted behavioral interventions for students in need.

Open Valley met two of the three metrics identified in the 2024/25 SPSA. The school successfully developed learning plans for all students and saw an increase in attendance rates, meeting those respective goals. However, the implementation of Positive Behavior Intervention and Tier 2 supports was not achieved. While some efforts were made to establish a framework for behavior support, full implementation did not occur, which may have impacted the effectiveness of behavioral interventions. Moving forward, Open Valley will focus on ensuring that Tier 2 behavior support strategies are fully developed and implemented to better support student well-being and engagement.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The primary difference between the intended and actual implementation was the lack of full execution of Positive Behavior Intervention and Tier 2 supports. While resources were allocated for training, staff development, and intervention programs, these supports were not fully implemented as planned. This may have been due to staffing limitations, training gaps, or resource allocation challenges. Budgeted expenditures were used effectively for learning plan development and attendance initiatives, which met their intended outcomes. However, funds designated for Positive Behavior Intervention may need to be reassessed and redirected to ensure proper training and support structures are in place for Tier 2 interventions. Moving forward, Open Valley will refine its approach by prioritizing staff training, developing clear intervention protocols, and allocating the necessary resources to fully implement the intended behavioral support strategies.

Open Valley School continues with the challenge implementation of Positive Behavior Intervention for Tier 2 due to students not physically coming to campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis, several updates were made to strengthen Goal 4: Communications and Collaboration, providing parents, staff, and the community with transparent and easily accessible communication. The strategies for this goal were expanded to include more intentional parent engagement opportunities, such as hosting on-campus parent nights and informational events focused on graduation requirements, college and career planning, and student success. The goal also reinforces the importance of facilitating SSC, ELAC, and other parent advisory groups to ensure families have structured opportunities to provide input on school decisions and improvement efforts. Additionally, communication systems were enhanced to ensure consistent, timely updates through ParentSquare and other communication platforms so families remain informed about school events, academic deadlines, and site initiatives. Metrics were refined to monitor parent participation rates, frequency of communication updates, and engagement in advisory groups. These revisions are reflected in Goal 4: Communications and Collaboration within the SPSA, specifically in the Strategies/Activities, Metrics/Indicators, and Annual Measurable Outcomes sections, with updates found under Actions 4.1 through 4.3.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Employee Success and Leadership Development

Open Valley will build the capacity of all staff to improve academic achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Employee Success and Leadership Development: Build the capacity of all staff to improve academic achievement for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Open Valley School is committed to enhancing staff capacity to improve student academic achievement by providing comprehensive professional development that empowers educators to effectively support the diverse needs of all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teacher Misassignment/ Vacancies: Number and Percent of Misassignment and Vacancies (Source: SARC, 2024/25- Section: Conditions of Learning: Teachers)	Misassignments: 0 Misassignments for English Learners: 0 Vacant Positions: 0	Misassignments: 0 Misassignments for English Learners: 0 Vacant Positions: 0
1st and 2nd Year Teacher Retention: Percent of 1st and 2nd Year Teacher Retention (Source: PJUSD Staff Retention Data, 2025/26)	1st Year Teacher Retention: 100% 2nd Year Teacher Retention: 100%	1st Year Teacher Retention: 100% 2nd Year Teacher Retention: 100%
Teacher Participation in Professional Development and Coaching: Percent of Teachers Who Participate in PD or Coaching (Source: PJUSD Professional Development & Coaching Calendar, 2025/26)	100%	100%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.2	Cost of Substitute teachers to cover teachers attending Conferences and Professional Growth	All Students	2250 LCFF: Local Control Funding Formula 1000-1999: Certificated Personnel Salaries

			Subs for Restorative Practices Training (G501)
5.3	Professional Development for staff on Restorative Practices	All Students	750.00 LCFF: Local Control Funding Formula 5800: Professional/Consulting Services And Operating Expenditures Restorative Practices conferences (G501)

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Open Valley School successfully implemented one of the strategies identified in the 2024/25 SPSA. The completed strategy focused on Positive Behavior Interventions and Supports (PBIS), aiming to create a positive school culture and reduce disciplinary actions. Through targeted interventions, student support programs, and staff training, the school worked toward improving student behavior and engagement. While progress was made in establishing a structured behavioral support system, ongoing efforts are needed to strengthen implementation and ensure sustainability.

Open Valley met one of the one metrics identified in the 2024/25 SPSA. The school successfully achieved its goal of decreasing suspensions by .3% from the 2022/23 school year to the 2023/24 school year, demonstrating the effectiveness of PBIS initiatives. The reduction in suspensions reflects improvements in student behavior management and intervention strategies. While this metric was met, continued efforts will focus on expanding Tier 2 interventions, providing additional staff training, and refining support systems to maintain and further improve student success and behavioral outcomes.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The reduction in suspensions demonstrates the effectiveness of PBIS initiatives and staff professional development, reflecting strengthened behavior management practices and more proactive, targeted intervention strategies that support positive student outcomes.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis, several updates were made to strengthen Goal 5: Employee Success and Leadership Development, building the capacity of all staff to improve academic achievement for all students. The strategies for this goal were expanded to include targeted professional development in Social Emotional Learning (SEL) to better support student well-being and engagement, as well as enhanced training in CTE and core academic areas to ensure staff are equipped with current instructional practices and industry-aligned knowledge. The plan also clarifies the need for substitute teacher coverage to allow staff to attend conferences and off-site professional learning opportunities without disrupting student learning. Metrics were refined to track staff participation in professional development, the implementation of SEL and academic strategies in classrooms, and the impact of training on student outcomes. These revisions are reflected in Goal 5: Employee Success and Leadership Development within the SPSA, specifically in the Strategies/Activities, Metrics/Indicators, and Annual Measurable Outcomes sections, with updates found under Actions 5.1 through 5.2.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$16,595.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$3,000.00

Subtotal of additional federal funds included for this school: \$3,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF: Local Control Funding Formula	\$13,595.00

Subtotal of state or local funds included for this school: \$13,595.00

Total of federal, state, and/or local funds for this school: \$16,595.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	3,000	0.00
LCFF: Local Control Funding Formula	13,595	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF: Local Control Funding Formula	13,595.00
Title I	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,250.00
4000-4999: Books And Supplies	4,095.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	750.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF: Local Control Funding Formula	2,250.00
4000-4999: Books And Supplies	LCFF: Local Control Funding Formula	3,095.00
5000-5999: Services And Other Operating Expenditures	LCFF: Local Control Funding Formula	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF: Local Control Funding Formula	750.00
5900: Communications	LCFF: Local Control Funding Formula	500.00
1000-1999: Certificated Personnel Salaries	Title I	2,000.00

4000-4999: Books And Supplies

Title I

1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,095.00
Goal 2	3,000.00
Goal 3	5,000.00
Goal 4	1,500.00
Goal 5	3,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Corrin Rivera	Principal
Abel Lucero	Classroom Teacher
Kevin Saliaz	Classroom Teacher
Richard Jones	Classroom Teacher
Lauren Cozart	Other School Staff
Sandara Martinez	Parent or Community Member
Destiny Cano	Parent or Community Member
Britney Gomes	Parent or Community Member
Marco Chavez	Secondary Student
Sitali Hernandez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on April 16, 2026.

Attested:



Principal, Corrin Rivera, Ed.D. on April 16, 2026

SSC Chairperson, Britney Gomes on April 16, 2026