

Happy Valley Community Day School (Waiver for Combined Site Council for all Happy Valley Schools) 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Happy Valley Community Day School (Waiver for Combined Site Council for all Happy Valley Schools)
Street	16300 Cloverdale Road
City, State, Zip	Anderson, CA 96007-8209
Phone Number	5303572131
Principal	Shelly Craig
Email Address	scraig@hvusd.net
School Website	www.hvusd.net
County-District-School (CDS) Code	45 70011 0112656

2022-23 District Contact Information

District Name	Happy Valley Elementary School District
Phone Number	5303572134
Superintendent	Shelly Craig
Email Address	scraig@hvusd.net
District Website Address	www.hvusd.net

2022-23 School Overview

Happy Valley Community Day School (CDS) provides a positive learning culture that supports students from diverse backgrounds who have faced challenges in academics and social-emotional learning. Our teacher applies trauma-informed practices within a positive, healthy, and fair learning environment. Our students strengthen character, refine personal skills, and build academic stamina while receiving consistent feedback on their daily progress. One paraprofessional provides additional support to community day school students. All students establish and work toward individual goals. The staff offers differentiated instruction to meet each student's specific needs. The community day students attend class in a setting that provides space for individual and small group learning. Various instructional strategies are utilized to implement standards-based instruction while targeting areas of specific need. Specialized instruction includes technology, literacy, inquiry, and formative assessment to guide further student learning.

Our focus at the community day school is to work with students, families, community, and local agencies to provide interventions and supports to guide each student's academic journey. Our teacher uses a curriculum, when applicable, that is aligned with the practices of our teachers on our general education sites. Though strategies are adapted, and the learning environment differs in size, using a standard curriculum fosters a positive transition for those who return to the general education population. Students and families are provided a detailed daily progress report describing the desired student outcomes and an account of the student's behavior that day. This system provides support and allows for a school-family-student team approach to encourage positive behavior and inspire growth and improvement in student behavior. The level system sets high expectations for behavior, establishes boundaries, and holds students accountable for behavior. This system is couched in loving, supportive encouragement from the teaching staff. There is mutual respect between educators and CDS students.

Often, the teacher can guide students to work as partners to achieve academic results, build character, and strengthen social-emotional interaction. Students learn strategies for self-regulation, restorative practices, and redirection from an escalated situation to re-calibrate and engage in learning. Through these challenges, students build life skills that strengthen character and citizenship. Students socialize minimally with other students in the school cafeteria, where they eat breakfast and lunch daily.

Staff professional learning experiences have addressed social skill building, Adverse Childhood Experiences (ACEs), trauma-

2022-23 School Overview

informed practices, alignment to our Triple P Parenting Program, and curriculum and instruction training. The CDS teacher attends staff meetings and collaborates during our staff meetings. Our district is implementing a district-wide effort to provide Positive Behavior Interventions and Supports (PBIS) as a framework for sustaining student-centered learning opportunities and academic and social growth. The staff will continue to build and strengthen current practices through collaborative conversation and seeking input from parents and students.

Individual counseling services are provided to our community day students. Our school psychologist also observes our students to prescribe additional support to our students. Our students participate in a weekly small group social-emotional learning lesson provided by one of our counselors. Our Happy Valley Community Day School staff is dedicated to providing quality education and opportunities for social and emotional growth to our students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	1
Grade 3	1
Grade 5	1
Grade 6	1
Grade 8	3
Total Enrollment	7

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	14.3
Male	85.7
American Indian or Alaska Native	14.3
Asian	0.0
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	14.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	71.4
English Learners	0.0
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	57.1
Students with Disabilities	42.9