

Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union 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 Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools)
Street	17480 Palm Ave.
City, State, Zip	Anderson, CA 96007
Phone Number	(530) 357-2111
Principal	Shelly Craig
Email Address	scraig@hvusd.net
School Website	www.hvusd.net
County-District-School (CDS) Code	45 70011 6050348

2022-23 District Contact Information

District Name	Happy Valley Union Elementary School District
Phone Number	(530) 357-2134
Superintendent	Shelly Craig
Email Address	scraig@hvusd.net
District Website Address	www.hvusd.net

2022-23 School Overview

Happy Valley Schools are the anchor and center of our rural community, and students are our first priority. We believe all students can achieve at high levels. Our responsibility is to set high expectations, promote academic rigor, develop strong character, and improve student engagement in a safe, student-centered environment. This year we have welcomed six skilled teachers to add to our already talented faculty at Happy Valley Elementary School. Our school community is committed to supporting the success of every student, every day. The elementary school staff intentionally focuses on district-wide improvement in three specific areas:

- 1) Literacy across the content areas,
- 2) Social and emotional learning, and
- 3) Sense of belonging and a safe school community

To provide various learning opportunities, students from grades four-eight attend the elementary school, community day

2022-23 School Overview

school, or our independent study program. Happy Valley Elementary School currently has 253 students attending 4-8th grade and alternative programs. The elementary campus has a full-service library, a complete science lab, a large gymnasium, a multi-purpose room, a new transportation and maintenance facility, and a state-of-the-art greenhouse. Our students access common core standards with the use of a Chromebook at each desk. Highly qualified staff provide quality academic experiences to our students while support staff provides care for our students and families within the school community. Happy Valley employees work cooperatively to improve school systems and provide a high-quality educational experience. School-specific and district-wide leadership teams focus on each of our three district improvement areas": Literacy across the content areas, Social and emotional learning, and a sense of belonging and safety in our schools.

The goal at Happy Valley Elementary is to meet the needs of our students and help them succeed. A focus on literacy across the content areas and academic success for all students drives the work of our teachers. Teachers carefully examine data to improve instructional practices. They also participate in professional learning, engage in current research, and utilize practices to improve student learning. Teachers collaborate weekly to improve instruction and learning. Grade-level teaching teams prepare students to reach their full potential by identifying learning gaps and prescribing specific learning strategies to address student needs. Every student in our district has a Student Support Plan (SSP) that addresses the student's needs in our three improvement areas. The Student Focus Team (SFT) utilizes a multi-tiered system of support, examines student data, and converses weekly to address individual students' needs.

Caring school personnel supports students to enhance their education and strengthen social and emotional learning and enhance a sense of belonging in our school community. Various staff members provide support to students at school, facilitate small group support meetings, and provide resources to students and families in times of need. In addition, high-quality school-related counseling services are provided to students who require additional support. Individual counseling, group counseling, and whole class sessions are offered internally and by highly-qualified counseling organizations to address social and emotional learning needs, Adverse Childhood Experiences (ACEs), and other challenging life experiences that may impact student success at school. Trauma-Informed Practices and Restorative Practices provide a foundation for responding to students in our school community.

In order to address health and wellness concerns, our staff has developed and implemented a short-term independent study process when students must learn at home. In order to support student's academcan complete schoolwork without using so they may complete schoolwork without the use of technology. Our goal is to increase learning and engagement even while a student is learning at home. Support staff interacts with students and families to support the learning process.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	42
Grade 5	47
Grade 6	46
Grade 7	47
Grade 8	48
Total Enrollment	230

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	2.6
Asian	8.3
Black or African American	0.9
Filipino	0.0
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	0.4
White	60.9
English Learners	11.7
Foster Youth	1.3
Homeless	3.5
Migrant	0.0
Socioeconomically Disadvantaged	55.7
Students with Disabilities	13.5

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.70	86.00	23.20	89.42	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	7.92	1.90	7.65	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.70	6.00	0.70	2.88	18854.30	6.86
Total Teaching Positions	12.50	100.00	26.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.90	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook selection occurs primarily by teachers from the state-approved lists. Teachers attend presentations by publishers, examine the program choices, and may even teach lessons from the program before adopting textbooks and curriculum. Teachers are currently piloting a program prior to district adoption in the next year. Once the teachers have narrowed their choices, parents and the community are invited to examine the curriculum. The selection choices are brought before the School Site Council. Final approval is by school board adoption.

Mathematics:

Everyday Math (4-5)

CPM (6-8)

Science:

Scott Foresman (4-5) 2006

Mystery Science (4-5) 2020

STEMscopes (6-8) 2020

History:

Savaas (4-8th grade adopting this year) 2022

Impact (4th-8th grade piloting curriculum) 2020

McDougal Littell (6-8) 2006

English Language Arts

Wonders (4-5)

StudySync - McGraw-Hill (6-8)

The district meets the state guidelines for textbooks and instructional materials. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home.

Year and month in which the data were collected

1/2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (4-5) 2016 StudySync - McGraw-Hill (6-8) 2016	Yes	0%
Mathematics	Everyday Math (4-5) 2015 CPM (6-8) 2015	Yes	0%
Science	Mystery Science (4-5) 2020 STEMscopes (6-8) 2020	Yes	0%
History-Social Science	Scott Foresman (4-5) 2006 McDougal Littell (6-8) 2006 Impact (4th-8th grade piloting curriculum) 2020	No	0%

School Facility Conditions and Planned Improvements

Happy Valley Elementary School was built in 1954. The campus was modernized in the summer of 2003. The 21-room school is up-to-date with a science lab, state-of-the-art greenhouse, wireless Internet connection in all classrooms, Promethean interactive boards, and document cameras in classrooms. The campus hosts two baseball fields, a soccer field, a full-size gymnasium, a spacious playground, and a state-of-the-art greenhouse. The school district is a proud recipient of a Healthy Student Initiatives grant that has helped to update and refresh the cafeteria space. The floor has been replaced, and the interior has been repainted. There are current plans to make improvements to the wastewater system. Shade structures and playground improvements will occur this Spring. Surveillance cameras are currently being repaired and updated. The district received a matching grant to improve the camera system.

The campus is cleaned daily and has a regular summer and holiday program for maintenance and improvements. The facility and grounds are safe and clean. There are two full-time custodians and one maintenance person at each site. This crew routinely meets and schedules repairs and projects. Checklists are utilized to ensure the campus is pristine. Our school provides a safe, clean, and functional environment for learning through proper facilities maintenance and campus supervision.

Year and month of the most recent FIT report

8/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Sewer system was repaired and meets usage standards.
Interior: Interior Surfaces	X			Boys/Girls Restroom: boys- partician peeling. Girls - metal partition rusting. Restrooms to be relocated during modernization, maintenance to look at in interim.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Sinks were repaired.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Baseboard was repaired.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	27	N/A	32	N/A	47
Mathematics (grades 3-8 and 11)	N/A	21	N/A	25	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	226	98.26	1.74	26.55
Female	114	112	98.25	1.75	30.36
Male	116	114	98.28	1.72	22.81
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	42.11
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	56	55	98.21	1.79	20.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	38.46
White	133	130	97.74	2.26	26.92
English Learners	32	32	100.00	0.00	18.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	117	117	100.00	0.00	21.37
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	27	96.43	3.57	3.70

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	225	97.40	2.60	20.89
Female	115	111	96.52	3.48	17.12
Male	116	114	98.28	1.72	24.56
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	31.58
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	56	55	98.21	1.79	10.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	12	92.31	7.69	16.67
White	134	130	97.01	2.99	23.85
English Learners	32	32	100.00	0.00	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	118	117	99.15	0.85	16.24
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	28	27	96.43	3.57	0.00

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	10	25.81	8.74	25.24	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	93	96.88	3.12	25.81
Female	50	47	94	6	19.15
Male	46	46	100	0	32.61
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	24	22	91.67	8.33	18.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	53	53	100	0	28.3
English Learners	15	14	93.33	6.67	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	48	96	4	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	96	100

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

The success of a school is strongly influenced by the support of parents and the school community as a whole. Happy Valley Elementary School strives to coordinate and communicate with the community, including law enforcement, fire, other governmental agencies, news media, medical agencies, and other community organizations. Parents are actively involved in the School Site Council (SSC), school-wide planning, LCAP planning, and various parent committees for fundraisers and field trips.

Parents are invited to participate in discussion forums at Coffee with the Principal gatherings, School Site Council, Happy Valley Parent-Teacher Association, Back to School Night and Open House Question and Answer Forums, and online media forums. Surveys about specific topics are sent throughout the school year to glean input from families. A weekly bulletin is sent to keep parents informed about events, activities, and our ongoing goals and progress as a school and district. Our district is part of a county cohort utilizing Kelvin Data collection. Our parents will be able to participate in a climate survey to seek input about school performance and student learning. Surveys are sent to families to gather input from all educational partners. Families also interact using our website and other social media to gain information and a sense of belonging. Our Family Liaison Coordinator facilitates online and phone conversations and meets with parents in small groups and individually to address the needs of our families and students.

The District was awarded an opportunity to participate in the Community Engagement Initiative (CEI). An Implementation Team meets weekly to focus on family engagement strategies and provide opportunities for families to connect with the school community.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	260	250	41	16.4
Female	128	122	18	14.8
Male	132	128	23	18.0
American Indian or Alaska Native	10	7	1	14.3
Asian	19	19	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	60	59	11	18.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	1	1	0	0.0
White	154	149	26	17.4
English Learners	33	33	2	6.1
Foster Youth	4	4	1	25.0
Homeless	12	9	4	44.4
Socioeconomically Disadvantaged	165	158	26	16.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	32	6	18.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.82	7.82	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	6.47	10.38	4.43	6.10	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.38	0.00
Female	3.91	0.00
Male	16.67	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.67	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	14.94	0.00
English Learners	3.03	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.12	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	0.00

2022-23 School Safety Plan

The safety of students and the security of the campus are the highest priorities of Happy Valley Elementary School. Students are signed in and out of the front office, and the adults signing for them must be listed on the student's emergency card. All visitors are required to sign in at the front office. Our campus is closed and has one entrance and exit during the school day. The school is equipped with surveillance cameras and was recently re-keyed to strengthen safety practices. The parking lot, as well as the playground, can be observed through this video system.

We have an Emergency Operations Plan (EOP) synthesized with current Readiness and Emergency Management Systems (REMS) practices and our local needs. The plan identifies protocols and responsible parties for numerous types of emergencies. School personnel and students participate in preparedness drills, including fire, earthquake, lockdown, and civil disturbance procedures. The plan identifies roles, responsibilities, functional annexes, and how to address the situations before, during, and after an emergency. Maintenance and upkeep are monitored, and the Deferred Maintenance Plan is developed and reviewed yearly. The staff is trained annually in emergency procedures and ALICE training. All staff and students have practice drills regularly. School Administrators have attended specialized training about onsite emergencies.

Happy Valley School District works closely with the Shasta County Office of Education and a county-wide communication initiative to strengthen emergency operations and response to critical incidents. The school works closely with the local volunteer fire department and the Shasta County Sheriff's Department to ensure open communication and up-to-date protocol. The Happy Valley Fire Department is located within one block of each of our schools and is always available to assist in medical emergencies. The staff was trained on specific health practices at the beginning of the school year. CPR/first-aid classes are offered regularly.

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	230

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9526.00	2521.00	7005.00	59619.00
District	N/A	N/A	1805.00	\$61,661
Percent Difference - School Site and District	N/A	N/A	118.0	-3.4
State	N/A	N/A	\$6,594	\$74,053
Percent Difference - School Site and State	N/A	N/A	6.0	-21.6

2021-22 Types of Services Funded

Title II (Teacher & Principal Training & Recruiting)
 Gifted and Talented Education (GATE)
 Hourly Programs (extended day/year education)
 School Improvement Program
 Resource Specialist Program
 Special Day Class
 Summer School

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,171	\$46,844
Mid-Range Teacher Salary	\$61,446	\$73,398
Highest Teacher Salary	\$79,958	\$93,345
Average Principal Salary (Elementary)	\$103,968	\$116,457
Average Principal Salary (Middle)	\$103,968	\$122,115
Average Principal Salary (High)		
Superintendent Salary	\$128,750	\$136,296
Percent of Budget for Teacher Salaries	27%	30%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

The Happy Valley Union Elementary School District provides many ongoing professional development opportunities that support the goals of our LCAP. We have two full days dedicated to district-wide professional development. The district organizes professional learning on each minimum day for District-led Collaboration and Teacher-lead Collaboration. In addition, three modified minimum days provide time for professional learning focused on the same goals. In addition, many of our faculty are involved in specialized training for the same purposes. Our staff has participated in the following professional learning opportunities this year: Attendance works, Capturing Kids Hearts, California Reading and Literature Program, L to J Continuous Improvement Systems, Grading for Equity, Step Up to Writing, Trauma-Informed Practices and Self Care, individual teacher literacy coaching, and continuous improvement strategies for increased learning and literacy. In addition, Implementation/Discovery Team Theories of Action focused on literacy, attendance, social and emotional learning, and a sense of belonging and safety. In addition, some staff is participating in the Far North Literacy and the NorCal EDU Literacy Grants.

The primary emphasis of our professional development focuses on the three areas of improvement. We focus on improving student achievement using data, developing individual plans to support student learning, and monitoring student progress. Our district is committed to staff development. In addition to three staff development days, we utilize teacher release time, school workshops, and conferences to support ongoing learning. Teachers are supported in their professional development by participating in Differentiated Assistance, literacy training, trauma-informed practices, social and emotional learning, and a vertical collaboration process.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2