Happy Valley Community Day School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

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

Entity	Contact Information
District Name	Happy Valley Elementary School District
Phone Number	5303572131
Superintendent	Helen Herd
Email Address	hherd@hvusd.net
Website	www.hvusd.net

School Description and Mission Statement (School Year 2019-20)

Happy Valley Community Day School (CDS) provides an opportunity for every student to succeed, everyday. Our community day school 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, firm, and fair learning environment. Our students respect and appreciate his demeanor and consistent support of their daily progress. Two paraprofessionals provide additional support to the twelve students who are currently enrolled in our community day school. All students are working toward individual goals that offer opportunities to build social-emotional and academic skills. The staff offers differentiated instruction to meet each student's specific needs. The community day students attend class in a setting that offers space for individual and small group learning. A variety of instructional strategies are utilized to implement standards based instruction, targeting areas of specific need. Specialized instruction includes the use of 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 curriculum, when applicable, that is aligned to the practices of our teachers on our general education sites. Though strategies are adapted and the learning environment differs in size, the use of common 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 is used to provide support and allow 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 a mutual respect between educators and the CDS students.
Often, the teacher is able to 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 (ACE's), trauma informed practices, alignment to our Triple P Parenting Program, as well as curriculum and instruction training. The CDS teacher attends staff meetings and engages in collaboration 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 students are also observed by our school psychologist and school psychologist intern in order 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.
We will begin to work with a lead agency in the next year to strengthen the system and provide a stronger structure for our program.
Our Happy Valley Community Day School Staff is dedicated to providing a quality education and opportunities for social and emotional growth to our students

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 1	3
Grade 2	2
Grade 3	1
Grade 6	1
Grade 7	2
Grade 8	1
Total Enrollment	10

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Hispanic or Latino	20
White	80
Socioeconomically Disadvantaged	60
Students with Disabilities	20
Foster Youth	10
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	1	1	1	25
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 12/2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (K-5) 2016 Study Sync (6-8) 2016	Yes	
Mathematics	Everyday Math (K-5) 2015 CPM (6-8) 2015	Yes	
Science	Macmillan/McGraw-Hill (K-1) 2007 Pearson Scott Foresman (2-3) 2007 McGraw/Hill (4-6) 2007 Glencoe (7-8) 2007	No	
History-Social Science	Scott Foresman (K-5) 2006 McDougal/Littell (6-8) 2006	No	

School Facility Conditions and Planned Improvements (Most Recent Year)

Happy Valley Primary School, built between 1976 and 1979, went through the modernization process in the summer of 2006. The oldest parts of the school were completely remodeled: electrical, data lines for computers, plumbing, carpets, wall treatments, doors, cupboards, bathrooms and fixtures. All rooms have central air-conditioning, and the school was recently painted. The other half of the school was completed in the summer of 2007. Happy Valley Primary School has an excellent janitorial staff. The campus is kept clean and is well maintained. All sinks, toilets, and drinking fountains are in working condition. The grounds are kept mowed and free of trash. A custodian is always available to ensure a tidy and well-maintained campus.

The school has a very large playground. It has playground equipment on the grades 1-5 playground and also on the kindergarten playground. We are on a large piece of property with lots of room for the children to run and play. Our blacktop areas were recently resurfaced, and we have behavior coaches who guide behavior as it is outlined in our Positive Behavior Interventions and Supports (PBIS) system.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 08/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	--	--	42	39	50	50
Mathematics (grades 3-8 and 11)	--	--	35	30	38	39

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Male	--	--	--	--	--
Black or African American					
American Indian or Alaska Native					
Filipino					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	--	--	--	--	--
English Learners					
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: 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.

Note: 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.

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Upon intake, parents, administrators, teacher, and student meet to discuss goals and processes of the student and the community day school. Parents are invited to an ongoing conversation regarding student progress. The teacher and instructional aides use Class Dojo to communicate with parents on a daily basis. Many parents meet with the teacher on a daily basis. The teacher and administrator meet monthly to discuss current goals and student needs. As parents have concerns or input, they are included in a "Redirection Plan." We are currently updating intervention plans for each of our students. These are used to help parents understand the current processes.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	41.2	50.0	26.1	6.1	6.8	8.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Emergency Operations Plan (EOP) is being strengthened in a district-wide effort to synthesize current Readiness and Emergency Management Systems (REMS) practices with our local needs. A district team has met to address the specific plan for all functional annexes at all possible time-frames to assist with the development of a comprehensive plan for safety. We are in the stages of completing the full revision and communicating the plan to our staff. Basic functions will be addressed with parents through a variety of communication tools, such as the use of a text app, all-call phone calls, and our website.

We have strengthened the safety processes at our school site by limiting access to the school to one location. Adults supervise the student drop-off and pick-up areas before and after school. Students are signed in and out at the office, and adults must be listed on the emergency card. Children are not allowed in the front area of the school without being accompanied by an adult.

We have a School Safety Plan. Fire, lockdown, and earthquake drills are routinely practiced. The Emergency Procedures Manual identifies protocols and responsible parties for numerous types of emergencies. The plan identifies roles, responsibilities, functional annexes, how to address the situations before, during, and after any emergency situation. The Emergency Operations Plan/School Safety Plan is currently being updated and was last discussed with school faculty in January 2018. Please see the district office for details.

The school works closely with the local volunteer fire department and the Shasta County Sheriff's Department to insure open communication and up to date protocol. The Happy Valley Fire Department is located within a quarter-mile of the school, and it is always available to assist in medical emergencies.

The staff is trained annually in emergency procedures and has practice drills on a regular basis. The school nurse offers CPR/first-aid classes on a regular basis. The staff was trained on specific practices at the beginning of the school-year. The school is equipped with surveillance cameras and was recently re-keyed to strengthen safety practice. The parking lot, as well as the playground, can be observed through this video system.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

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

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$26,061	$0	$26,061	$72,682
District	N/A	N/A	$8,746	$61,776
Percent Difference - School Site and District	N/A	N/A	99.5	16.2
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	100.6	12.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

IBehavioral Intervention
Title II (Teacher & Principal Training & Recruiting)
Hourly Programs (extended day/year education

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,155	$45,252
Mid-Range Teacher Salary	$58,201	$65,210
Highest Teacher Salary	$75,736	$84,472
Average Principal Salary (Elementary)	$88,505	$107,614
Average Principal Salary (Middle)	$98,921	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$0	$124,686
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	4%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

The Happy Valley Union Elementary School District provides ongoing professional-development opportunities. We have two full days dedicated to district-wide professional development as well as utilizing our minimum day Monday schedule for one hour of professional development each week. The major emphasis of our staff development is in the area of Common Core State Standards, Response to Intervention (RTI), utilizing instructional technologies, targeted instruction, and student engagement strategies. Our focus is to improve 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, and a vertical collaboration process. We are developing a system that uses improvement science to facilitate continuous improvement in literacy across the content areas and social and emotional learning. Our LCAP reflects this process in goals one and two.