

HAPPY VALLEY



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UNION ELEMENTARY SCHOOL DISTRICT

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	30	17	1	12	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards			3			
Physical Education Model Content Standards			3			
Visual and Performing Arts		2				
World Language			3			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

We have many opportunities throughout the year to build relationships with families. We have held both virtual and in-person school gatherings that have been well attended. We have many platforms for our families and staff to regularly communicate, share, inform and meet. In addition, we will begin goal specific communication to parents centered on our LCAP goals and based on a data-driven understanding of our students and family's needs. Our parent surveys indicate that parents are happy with their opportunities to communicate with school personnel.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, we have a focus area of communicating academic progress, as well as, future school family engagement events.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Building relationships with our underrepresented families has been a focus for our school staff. We go out of our way to reach out to our underrepresented families by providing free after school care, breakfast and lunch, academic supports, interventions, Attendance Coordinator that connects families to local resources, tutoring, after school program, and engaging camps during summer and holiday breaks.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4

Practices	Rating Scale Number
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

We have a rich history in building partnerships with our families. Using data and input from our educational partners, they have indicated that our staff provides the necessary support and feedback for their students. Staff have provided additional tutoring, interventions and acceleration based on the students' needs. We have partnered with the After School Program and other local businesses to support our students both in school and within the community. At our monthly board meetings, we also recognize support staff, teachers, students and families. Parent engagement nights are held throughout the year; Back to School Night, the Christmas Program, and Open House are just some examples. Professional development is provided to our staff based on identified needs. Finally, a Chronic Absenteeism Coordinator position was added to connect with our most at-risk students and families. These resources and services have improved student outcomes. These partnerships create a positive climate for our students and their families. They truly feel supported within our small community. When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We meet regularly with our School Site Council and LCAP Committee to review student outcome data and set goals/actions based on identified needs. Parent conferences are held several times a year and progress reports are sent to parents to inform them of their student's progress. Annual surveys are distributed in the spring to inform our district and school plans. Although we communicate in a multitude of ways (newsletters, social media, emails, one-on-one phone calls, meetings, surveys, website, school app, auto dialers, text), educational partners stress the need to improve communication, student attendance and additional support for students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Based on our local data and input from our educational partners, the district will improve engagement of underrepresented families using our Chronic Absenteeism Coordinator. The Coordinator connects our at-risk families to local community resources and sets individual goals with students. Additionally, our school teachers and support staff consistently reach out to our families both virtually and in-person. Staff meet regularly to review data and adjust instruction and target students based on the data. Interventions and additional support like summer school, tutoring, and small group instruction are just some of the strategies used to support student outcomes. We will maintain part-time support to assist with plan development and state/federal guidance, a PE teacher, a counselor, Special Education staff, a Family Liaison, Behavior Coach and support staff positions throughout the district.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We are a tight-knit community that supports families and the whole child. We strive to ensure that all students meet or exceed grade level standards as well as develop self-worth and social responsibility within a safe, healthy, and nurturing school environment. We regularly seek input from our educational partners through School Site Council, staff meetings, coffee chats, the LCAP Committee and surveys. These committees provide the opportunity to include our educational partners with the decision making process to improve student outcomes and overall school climate. Data and goals are set based on identified needs. Surveys are completed annually to ensure we receive feedback from students, staff and parents in order to improve our overall school programs.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Using educational partner survey data and input from our decision making bodies, we will continue to provide weekly outreach phone messages, one-on-one meetings, school app, emails and monthly newsletter to engage all families. We will continue to offer brief surveys as a focus area of improvement in order to seek input for decision making. The surveys provide us with a quick way to receive input and gauge our educational partner interests, concerns, challenges and our successes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We strive to reach our most underrepresented families by seeking input through a variety of ways: surveys, incentives, parent engagement nights, resource connections, School Site Council, attendance meetings, LCAP Committee meetings, meetings with the principals, meetings with the teachers and support staff, community events, parent conferences, Back to School Night, Open House Night, IEP meetings, etc.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Staff Survey Results

27 staff members responded to the survey. The ratings were 1 strongly disagree to 5 strongly agree.

The school's schedule allows for adequate time for teacher collaboration. 29.6% strongly disagree or disagree 44.4% neutral 25.9% agree or strongly agree.

The school's schedule allows adequate time for teacher preparation and planning. 44.4% strongly disagree or disagree 33.3% neutral 22.2% agree or strongly agree.

Students at this school learn ways to manage time. 44.4% strongly disagree or disagree 29.6% neutral 25.9% agree or strongly agree.

The school environment is clean and in good condition. 22.2% strongly disagree or disagree 22.2% neutral 55.6% agree or strongly agree.

I take pride in the appearance of the school. 11.1% strongly disagree or disagree 18.5% neutral 70.4% agree or strongly agree.

I feel safe outside on the school grounds. 11.5% strongly disagree or disagree 0% neutral 88.4% agree or strongly agree.

I feel safe in the hallways and bathrooms. 3.8% strongly disagree or disagree 0% neutral 96.1% agree or strongly agree.

I feel safe in the classrooms. 3.8% strongly disagree or disagree 7.7% neutral 88.5% agree or strongly agree.

Students are safe at this school. 7.4% strongly disagree or disagree 22.2% neutral 70.4% agree or strongly agree.

In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes. 33.3% strongly disagree or disagree 22.2% neutral 44.4% agree or strongly agree.

Students at this school are well-behaved. 48.1% strongly disagree or disagree 40.7% neutral 11.1% agree or strongly agree.

The comments express a variety of concerns and suggestions regarding Happy Valley Elementary School: Strong leadership is praised for effective management and discipline.

Teaching staff express the need for protected prep periods, citing burnout and stress from constant interruptions. There's a call for reduced commitments outside the classroom to allow for more focused teaching.

Clear and consistent communication is desired among staff.

Safety drills and precautions for during and after-school programs are highlighted as essential, with concerns raised about inadequate procedures.

Suggestions include implementing more minimum days for meetings and prep time, providing more aides to assist with behavior management, and hiring additional staff who genuinely care for students and the community.

Overall, there's a sentiment of burnout among staff.

The comments regarding cleaning and maintenance at Happy Valley Elementary School suggest a need for improvement in several areas:

Concerns are raised about cleanliness standards not consistently being met, with instances of tables not being cleaned due to staff shortages.

A suggestion is made for implementing a cleaning checklist in each classroom and bathroom to ensure thorough cleaning.

The appearance of the school's landscaping is highlighted as an area in need of attention.

There's a call for additional support for the maintenance and custodial staff, indicating that current staffing levels may not be adequate.

The importance of intentional and productive district and site meetings is emphasized, suggesting a need for more effective communication and decision-making processes.

Specific issues such as insufficient staffing for after-school cleanup, neglected rooms and sinks, and empty soap dispensers in bathrooms are mentioned, indicating areas that require immediate attention for the well-being and hygiene of students and staff.

The comments highlight several concerns regarding safety, staffing, and emergency protocols at Happy Valley Elementary School:

Safety drills and precautions for during and after-school programs are mentioned as crucial, with a concern that some staff members are unaware of these procedures.

Insufficient yard duties are noted, leading to difficulties in preventing fights and ensuring student safety during recess. The lack of supervision also impacts teachers' ability to take breaks or have lunch on time.

There's an issue with students sneaking into the cafeteria due to inadequate supervision, leading to disruptions during lunch breaks.

A suggestion is made to train staff on emergency protocols to ensure they are prepared to handle any potential safety issues effectively.

The comments express several concerns regarding disciplinary practices, staffing, and leadership at Happy Valley Elementary School:

There's a perception of one-sided discipline, where some students receive more leniency than others, leading to a lack of real consequences for actions.

Concerns are raised about the loss of current staff and a possible change in administration, which may impact the stability of the school.

Insufficient yard duties and aides are noted, resulting in issues such as unnoticed behaviors and fights.

The removal of an administrator is criticized with praise for his hands-on approach and efforts to improve the school environment. His support for projects like Project Share and plans for future initiatives are highlighted.

There's a call for board members to spend more time on campus to understand the needs of students and staff better.

The importance of retaining staff who genuinely care about the well-being of students and the school community is emphasized, with concerns raised about the impact of losing valuable staff members.

Student Survey Results

70 students took the survey.

Which of the following do adults at your school most value? 38.6% students who do well academically 28.6% students who care about other students 8.6% students who are good athletes 24.2% other reasons

I feel most good about myself when... 28.6% I'm doing very well in an activity that I love, such as a sport or group 4.3% I'm helping other people. 22.9% I'm hanging out with friends. 15.7% I'm doing really well in school. 14.3% I'm doing fun activities by myself. 14.2% other

Which of the following things could your school do to make you feel safer? (Please select your top THREE answers)

53.6% have a clearer discipline policy for bullying, harassment, and other rule-breaking at school. 47.8% Have stronger punishments for bullying, harassment, or other hurtful behavior at school. 40.6% Increase security 44.9% Teacher teachers to help students solve problems and conflicts better. 44.9% Have more student leaders who can help prevent bullying and student conflict.

The length of the school day is about right. 21.7% strongly disagree or disagree 21.7% neutral 56.5% agree or strongly agree.

I often do not have enough time to get from one classroom to the next 35.7% strongly disagree or disagree 34.3% neutral 30% agree or strongly agree.

My school is kept clean. 34.7% strongly disagree or disagree 26.1% neutral 39.1% agree or strongly agree.

I like my school building. 14.3% strongly disagree or disagree 15.7% neutral 70% agree or strongly agree.

My school has clear rules and consequences for behavior. 30% strongly disagree or disagree 20% neutral 50% agree or strongly agree.

Most students in my school... do their best, even when their work is difficult. 24.2% strongly disagree or disagree 30% neutral 45.7% agree or strongly agree.

Most students in my school... do all of their homework. 39.7% strongly disagree or disagree 29.4% neutral 30.9% agree or strongly agree.

Most students in my school...think it is OK to cheat if other students are cheating. 42.8% strongly disagree or disagree 22.9% neutral 34.3% agree or strongly agree.

My teachers... give me a lot of encouragement. 21.4% strongly disagree or disagree 22.9% neutral 55.7% agree or strongly agree.

My teachers... make learning interesting. 20% strongly disagree or disagree 25.7% neutral 54.3% agree or strongly agree.

My teachers... notice when I am doing a good job and let me know about it. 23.5% strongly disagree or disagree 22.1% neutral 54.5% agree or strongly agree.

My teachers...will help me improve my work if I do poorly on an assignment. 23.5% strongly disagree 76.5% agree or strongly agree.

My teachers... provide me with lots of chances to be part of class discussions or activities. 13% strongly disagree or disagree 21.7% neutral 65.2% agree or strongly agree.

My teachers...will give me extra help at school outside of our regular class. 32.9% strongly disagree or disagree 30% neutral 37.2% agree or strongly agree.

The student survey comments from Happy Valley Elementary School highlight various concerns and suggestions:

Requests for more games, free time, and spirit weeks to enhance the school experience.
Concerns about bullying and a call for stricter discipline.
Suggestions for improving school lunches, including offering more variety and eliminating disliked options like Sun Butter sandwiches.
Desires for additional equipment and activities, such as baseball and softball gear, a football team, and more jump ropes.
Requests for better maintenance, including addressing trash and cleanliness issues in bathrooms.
Calls for addressing racist behavior and promoting inclusivity.
Suggestions for providing snacks and implementing rules against bullying and violence.
A request for more support and activities for lower grades after school.
Various other suggestions, including the installation of hand blowers in the girls' bathroom and the addition of security guards for safety.

Family Survey

56 families responded to the survey. 53.6% Elementary 58.9% Primary 1.8% Community Day School 3.6% Happy Valley Independent Learning

My child(ren) participate in Project Share 69.6% stated no 30.4% stated yes

My child(ren) participate in the Expanded Learning Opportunities Program provided when school is not in session. 55.4% stated never 35.7% stated sometimes 8.9% stated always

The responses indicate a variety of extracurricular activities and interests among students:

Basketball

Sports (volleyball, football, basketball, baseball, softball, cross country, track, soccer)

Trio

Student council

Travel sports

Project Share

Yearbook (joke)

Safe School Ambassador

Little League

Camping, hunting, fishing

Special field trips, dance, etc.

Karate, dirt bike riding, gardening, swimming

Sports club

Character Club

Dramatic reading

Rodeo

California Deer Association

Mountain biking

T-ball

Church activities

Cheerleading

Happy Valley Little League

Drama

School enrichment clubs

Soccer

Cross country

Nutrition and sports

These activities cover a wide range of interests, from sports to academic clubs to outdoor hobbies, showcasing the diversity of student interests at Happy Valley Elementary School.

Happy Valley emphasizes helping students academically when they need it. 10.7% strongly disagree 5.4% disagree 57.1% agree 19.6% strongly agree 7.1% unsure

The comments provide additional insights into various aspects of the school environment:

Concerns are raised about the lack of support or enrichment programs for academically advanced students.

Positive feedback is given regarding the leadership of Mr. Durry, indicating improvement under his direction.

There are concerns about academic continuity during planned teacher absences, particularly in maintaining academic rigor.

The school's performance is perceived as successful but not necessarily on par with other schools.

Some parents express frustration with administrative responsiveness, such as delays in resolving technology issues. There's a desire for more flexibility in allowing students to advance at their own pace, particularly in subjects like mathematics.

Positive experiences with individualized support, such as from an IPL teacher, are noted.

One parent feels their child has not received the necessary support, highlighting potential gaps in assistance.

There's a disagreement with the district's decision regarding homework policies, emphasizing the importance of setting expectations for time management and independent work.

Overall, appreciation is expressed for the care and responsiveness of the teachers and principal in addressing student needs and concerns.

I am aware of the academic expectations for my children 5.4% strongly disagree 5.4% disagree 57.1% agree 30.4% strongly agree 1.8% unsure

Happy Valley Schools are providing the academic skills necessary for my child to be successful. 7.1% strongly disagree 8.9% disagree 58.9% agree 16.1% strongly agree 8.9% unsure

The comments reflect a range of experiences and perceptions regarding the school's approach to education and support:

Positive feedback is given regarding specific teachers, indicating appreciation for their dedication and effectiveness in fostering student growth.

Some parents feel that the school is attentive to individual student needs and provides support when necessary. However, there are concerns raised about communication between teachers and parents, particularly regarding academic performance and behavioral issues.

One parent expresses dissatisfaction with the perceived lack of attention given to their child's academic needs, feeling that their child is not receiving the necessary support.

There's a desire for more opportunities for academically advanced students to be challenged and excel further in their studies.

Positive feedback is given about after-school tutoring options, indicating satisfaction with additional academic support provided outside regular school hours.

My child(ren) feels the following way about reading. 42.9% likes reading 28.6% struggles with reading 16.1% loves reading 12.5% excels in reading

My child(ren) feels the following way about math. 44.6% likes math 32.1% struggles with math 12.5% loves math 10.7% excels in math

At Happy Valley, how much of a problem is disruptive student behavior? 17.9% severe problem 35.7% moderate problem 32.1% mild problem 14.3% insignificant problem.

The comments reflect various concerns regarding disruptive behavior and disciplinary issues at Happy Valley Elementary:

Some students feel unfairly associated with disruptive peers, affecting their own behavior and learning environment. The influx of students with behavioral issues mid-year is noted as disruptive to the classroom atmosphere.

Concerns about increased instances of disruptive behavior and bullying are expressed.

There's appreciation for staff efforts in managing behavioral issues but also acknowledgment of the challenges.

Inconsistencies in disciplinary actions and favoritism are noted, leading to perceptions of unfairness.

Students express difficulty concentrating due to noisy classmates.

Instances where students feel unfairly punished or roped into others' misbehavior are highlighted.

Concerns are raised about the lack of support for teachers in managing disruptive behavior, particularly in kindergarten classes.

Bullying is identified as a significant issue, with concerns about the handling of such incidents by staff.

While some parents are unaware of disruptive behavior problems, others express concerns about its prevalence and impact.

Happy Valley staff manage student behavior issues when they arise. 3.6% strongly disagree 17.9% disagree 69.9% agree 8.9% strongly agree

The comments highlight various concerns and perspectives regarding the school environment at Happy Valley Elementary:

Some feel that staff are overwhelmed with meetings and training, leaving little time for their actual job responsibilities.

There's a perception that discipline measures are limited, potentially affecting the school's ability to address behavioral issues effectively.

Positive feedback is given for staff communication and teamwork in addressing behavioral issues and establishing positive relationships with students.

Praise is given for quick and effective handling of student issues by school administration.

Bullying, particularly among older and younger students, remains a significant concern.

Consistency in addressing issues and providing solutions is seen as lacking.

Communication between the school and parents is criticized as inadequate or ineffective.

My family is aware of behavioral expectations that Happy Valley has for students. 1.8% strongly disagree 5.4% disagree 50% agree 37.5% strongly agree 5.4% unsure

Despite challenges, there's recognition of staff efforts to do their best under difficult circumstances.

Concerns are raised about the appropriateness and effectiveness of addressing behavior challenges.

Concerns are raised about favoritism and inconsistencies in enforcing rules, suggesting that certain individuals may receive preferential treatment.

Conversely, there's praise for the school's inclusive approach towards students with behavior challenges, highlighting a sense of care and acceptance within the district.

Parents appreciate the supportive atmosphere where their children are not stigmatized for their behavioral tendencies, emphasizing the importance of understanding and education.

However, there's also a concern about the handling of specific incidents such as cyberbullying, with a perception that some issues may not be adequately addressed by staff despite being made aware of them.

Relationships between staff and students are respectful. 3.6% not at all respectful 1.8% slightly respectful 19.6% somewhat respectful 48.2% quite respectful 26.8% extremely respectful

The comments provide various perspectives on the staff and atmosphere at Happy Valley Elementary:

One of the teachers is praised for her strong rapport with students, indicating positive relationships between teachers and pupils.

There's humor expressed in response to a question, suggesting a light-hearted atmosphere within the school community.

Most staff members are seen as respectful, contributing to a positive environment.

A belief is expressed that clear boundaries and expectations set by staff lead to better student behavior and overall class performance.

Teachers are commended for effective communication with parents, with specific mention of improvements since a particular teacher's departure.

Positive changes are attributed to leadership, with appreciation for his kindness and his positive impact on the staff.

Mixed opinions exist regarding the effectiveness of both students and staff.

While some staff members are praised, others are criticized for not being suitable for working with children.

Criticism is directed at the front office for sometimes being abrasive, suggesting room for improvement in interpersonal interactions.

Individual staff members are singled out for their positive impact on students' experiences.

Overall, there's appreciation for the positive relationships and experiences students have had with teachers and staff, though some instances of using authority inappropriately are mentioned.

Happy Valley places a priority on helping students with their social, emotional, and behavioral needs. 7.1% strongly disagree 7.1% disagree 53.6% agree 23.2% strongly agree 8.9% unsure

The comments reflect diverse perspectives on the support and resources available to students at Happy Valley Elementary:

There's a perception that support primarily extends to students with Individualized Education Plans (IEPs), potentially leaving other students without realistic options.

Some feel that there may be an excess of support or interventions provided.

Staff are commended for their readiness and availability to assist students in various areas, including problem-solving, decision-making, self-esteem building, and relationship-building.

Specific programs like Project Share are praised for their effectiveness in setting clear expectations while being supportive and enjoyable for students.

Mixed reactions are expressed, ranging from humor to genuine concern regarding the level of support provided by teachers.

Suggestions are made for additional support for teachers, particularly in addressing behavioral needs. Instances of ongoing bullying are reported, indicating potential gaps in the school's response to student safety and well-being. Some parents haven't needed assistance in the areas mentioned, suggesting varying experiences with the school's support systems.

Happy Valley provides quality counseling or other services to help students with social or emotional needs. 1.8% strongly disagree 10.7% disagree 48.2% agree 7.1% strongly agree 32.1% unsure
The comments indicate varying perspectives on counseling services at Happy Valley Elementary: There's a desire for more consistent access to counseling support, suggesting a perceived need for additional mental health resources within the school. Some individuals feel that certain staff members may not be receptive to discussions about feelings, potentially hindering open communication and support. On the other hand, some parents haven't felt the need to utilize counseling services, implying differing levels of need or satisfaction with existing support systems.

Happy Valley staff connect with me when my child(ren) has done something well or make improvement. 8.9% strongly disagree 10.7% disagree 55.4% agree 14.3% strongly agree 10.7% unsure
The comments highlight various experiences and desires regarding communication between teachers and parents at Happy Valley Elementary:

Some parents feel that they are not adequately informed about their child's achievements, such as receiving awards, indicating a lack of communication from the school. There's a desire for more frequent communication from teachers, suggesting quarterly updates would be appreciated, even if it's just a simple acknowledgment of the child's progress. Concerns are raised about a perceived disconnect between teachers and parents, with some parents feeling that teachers may be hesitant to communicate with them. However, there are positive experiences noted, with some parents appreciating their child's teacher for being proactive in communication, particularly regarding achievements and progress. On the other hand, some parents feel that they only receive communication from staff when they initiate it, and often, it's focused on issues rather than positive updates.

Happy Valley staff do a good job helping families to support their child(ren)'s learning at home. 3.6% strongly disagree 12.5% disagree 64.3% agree 3.6% strongly agree 16.1% unsure

The comments express a desire for more communication and involvement in their children's education: Some parents feel there is a lack of communication from teachers, indicating a need for more updates and information about their child's progress. There's a suggestion for additional parent-teacher conferences throughout the year to discuss their child's learning and progress. Parents express a desire for weekly updates or notes outlining what is being covered in class, similar to what they have experienced in previous schools. They wish for opportunities to support their child's learning at home by understanding what topics are being covered and how to reinforce them outside of the classroom. Additionally, there's a request for homework assignments to provide insight into their child's learning and to ensure they can apply what they've learned independently.

At Happy Valley, parents are given the opportunity to take part in decision making in regards to school/district decisions. 12.5% strongly disagree 19.6% disagree 66.1% agree 1.8% strongly agree
At Happy Valley, parents are given the opportunity to take part in decision making in regards to their child(ren). 8.9% strongly disagree 10.7% disagree 76.8% agree 3.6% strongly agree
The comments suggest concerns about the scheduling of meetings at Happy Valley Elementary: Meetings are held once a month at specific times and places, which some parents find inconvenient. There's a suggestion to adjust the timing or location of meetings to accommodate more parents' schedules. The commenter expresses uncertainty about their ability to participate due to conflicting time commitments or inconvenient meeting times.

How positive are the attitudes of the staff at Happy Valley? 14.3% extremely positive 60.7% quite positive 17.9% somewhat positive 7.1% slightly positive 0% not at all positive
most of the staff are positive and welcoming, building positive relationships with students and creating a conducive learning environment. Some teachers remain positive despite challenges, while others struggle. However, there are many excellent, long-time teachers with a positive attitude. Some staff members only seem friendly with a specific group, and some office staff members may not be kind. Overall, the teachers are amazing.
Students are encouraged to get involved in extra-curriculum activities. 1.8% strongly disagree 5.4% disagree 71.4% agree 21.4% strongly agree 0% unsure
At Happy Valley, students are given the opportunity to take part in decision making. 3.6% strongly disagree 19.6% disagree 75% agree 1.8% strongly agree
Students take surveys but the don't feel the feedback is used.

When I have a concern as a parent/family member, I can reach out to someone at the school for support. 5.4% strongly disagree 12.5% disagree 60.7% agree 21.4% strongly agree
One parent stated that their kids have attended Happy Valley since 2015. Over the years, they have seen a slow decline in the school spirit and just over all attitude of staff. It used to be a fun school with do much love. Somewhere along the way it had become political and our little rural school district has changed. Some parents indicated that calls are not returned. Parents would like to see better communication and follow through and would like a mid-year parent conference. When updates or changes are made, using a flyer and email to address these things and not limiting information to social media. Not all parents participate in these platforms so they miss out on information. Parent Square messages have been amazing. Thank you for working so hard to be proactive with communication.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

We recognize the change in administration, this year, has been tough year for students, staff and parents. Areas of strength include strong community support, a safe school environment, and There is a need to increase academic outcomes, communication between staff and administration and staff and parents.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The Interim Superintendent reduced the number of initiatives that were in place in order to have the staff focus on academic achievement. A new superintendent will use the LCAP and the results of these surveys to guide the district going forward. Communication and student achievement will be a focus for our staff next year.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Our students have access to a broad course of study. We have identified and currently utilize several tools to articulate the expected schoolwide learner outcomes for students. In connection and alignment with California State Standards and frameworks, we have created and implemented a curriculum guide that outlines the specific content areas to be addressed. Additionally, teachers use pacing guides and an assessment calendar to ensure the curriculum is implemented. A master schedule is designed to include all of the required subjects and electives. Further, we employ several local and state assessment tools in order to measure progress towards meeting these articulated outcomes. These diagnostic assessments measure progress and provide the data necessary to uncover areas of need and drive appropriate instruction and interventions.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students have access to the following program components:
Comprehensive academic and social skills development using curriculum aligned to the California State Standards
Highly effective California State Credentialed certified teachers
Low student-to-teacher ratios
Quality supplemental learning materials aligned to the state frameworks and standards
Technology based programs for all grade levels, including foreign language program
Assessments aligned to state standards to monitor progress for reading and math
Curriculum Level Lead Teachers at each campus
Professional Learning Communities to analyze data and target students based on need
Full implementation of Response to Intervention (RTI) model with academic intervention programs
PBIS Practices and Behaviorist to support appropriate school behavior
Monthly Principal meetings or designated time for parents and community members to meet with and talk to the Principal
Visual and performing arts are embedded within the curriculum in the elementary schools and is offered as an elective in the middle school
After School Clubs are offered at the middle school level-Dance, performance clubs, and other as they become an interest
Foreign language and music are offered at the middle school
PE is offered at both the elementary and middle school level

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Providing quality a Foreign Language Program and Science Program continues to be a challenge as we don't always have the staff with the knowledge to implement a consistent program. Hiring qualified music staff and fully credentialed staff has also posted a challenge.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

We constantly revise our middle school electives to keep our student's interests. Teachers bring different qualifications and interests to our electives.