Happy Valley Community Day School (Waiver for Combined Site Council for all Happy Valley Schools)
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Happy Valley Elementary School District
Phone Number	5303572134
Superintendent	Helen Herd (Interim)
Email Address	hherd@hvusd.net
District Website	www.hvusd.net

2023-24 School Description and Mission Statement

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

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

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

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

2023-24 School Description and Mission Statement

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

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	1
Grade 5	1
Grade 7	1
Total Enrollment	3

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Male	100%
White	100%
Socioeconomically Disadvantaged	100%

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)	1.00	100.00	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)	0.00	0.00	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	0.00	0.00	0.70	2.88	18854.30	6.86
Total Teaching Positions	1.00	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)	1.00	100.00	19.90	82.31	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	4.13	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.00	8.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	4.13	11953.10	4.28
Unknown	0.00	0.00	0.20	1.16	15831.90	5.67
Total Teaching Positions	1.00	100.00	24.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Math
Everyday Math (TK-3)
Everyday Math (4-5)
CPM (6-8)
History /Social Science
Impact (3rd-grade adopting curriculum) 2022
Scott Foresman (4-5) 2006
Impact (4th-8th adopting curriculum) 2022
McDougal Littell (6-8) 2006
Science
Mystery Science (K-3) 2020
Mystery Science (4-5) 2020
STEMscopes (6-8) 2020
English Language Arts
Wonders (4-5)
StudySync - McGraw-Hill (6-8)
Wonders (TK-3)

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 (K-5) 2016 Study Sync (6-8) 2016	Yes	0%
Mathematics	Everyday Math (K-5) 2015 CPM (6-8) 2015	Yes	0%
Science	Macmillan/McGraw-Hill (K-1) 2007 Pearson Scott Foresman (2-3) 2007 McGraw/Hill (4-6) 2007 Glencoe (7-8) 2007 Mystery Science (2020)	Yes	0%
History-Social Science	Scott Foresman (K-5) 2006 McDougal/Littell (6-8) 2006	Yes	0%

School Facility Conditions and Planned Improvements

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 which houses our CDS 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 Community Day School building porch was rebuilt this year.

The CDS students use a playground that is located on a large piece of property with lots of room for the children to run and play. Basketball courts, playground equipment, and a recently resurfaced blacktop area provide play opportunities to our CDS students. The blacktop was painted by parents and community members to provide a positive play environment for our students.

Year and month of the most recent FIT report	08/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	--	--	32	29	47	46
Mathematics (grades 3-8 and 11)	--	--	25	27	33	34

2022-23 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2022-23 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	--	--	25.24	24.47	29.47	30.29

2022-23 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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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

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.

2023-24 Opportunities for Parental Involvement

Upon enrollment, parents, administrators, teachers, and students meet to discuss the goals and processes of the student and the community day school. Parents are invited to participate in an ongoing conversation regarding student progress. The teacher has daily interaction with parents regarding student progress. The teacher and instructional aide use a point system to identify student progress in academics, social and emotional learning, and building a sense of belonging in the classroom community. The teacher communicates with parents daily to identify students' daily progress using a written document to show student outcomes. 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 the Student Support Plan. The teacher and classroom aide design and implement an intervention plan for each student. These are used to help parents understand the student's ongoing progress.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	15	10	5	50.0
Female	5	2	2	100.0
Male	10	8	3	37.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	1	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	1	1	1	100.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	12	8	3	37.5
English Learners	0	0	0	0.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	14	9	4	44.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	4	4	2	50.0

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	6.67	20.00	6.67	4.43	6.10	7.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.67	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The safety of students and the security of the campus are the highest priorities of Happy Valley Community Day School (CDS). 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 procedures for fire, earthquake, lockdown, and civil disturbance. The plan identifies roles, responsibilities, functional annexes, how to address the situations before, during, and after an emergency situation. Maintenance and upkeep are monitored, and the Deferred Maintenance Plan is developed and reviewed yearly. The staff is trained annually in emergency procedures and has practice drills on a regular basis. 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 an emergency situation. The Emergency Operations Plan/School Safety Plan is updated and reviewed each year.

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 our CDS 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 on a regular basis. Our schools work under the guidance of our county public health department in conjunction with the California Department of Public Health to address COVID-19 protocols and safety practices. COVID-19 safety protocols and practices have been clearly communicated with our students, staff, families, and community. It is our goal to provide a clear understanding of the protocols and safety practices and share updated information with all educational partners. We rely on the most current guidance from COVID-19 Industry Guidance and Shasta County Office of Education Guide for Reopening to establish the Happy Valley Student and Family Reopening Guide.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	3	1		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
Other	3	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	24660.00	$0	24660.00	84440.00
District	N/A	N/A	1521.00	$61,318
Percent Difference - School Site and District	N/A	N/A	176.8	34.4
State	N/A	N/A	$7,607	$75,753
Percent Difference - School Site and State	N/A	N/A	105.7	10.8

Fiscal Year 2022-23 Types of Services Funded

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$35,538	$48,481
Mid-Range Teacher Salary	$63,904	$73,129
Highest Teacher Salary	$83,156	$99,406
Average Principal Salary (Elementary)	$103,968	$117,381
Average Principal Salary (Middle)	$0	$128,158
Average Principal Salary (High)	$0	
Superintendent Salary	$127,308	$138,991
Percent of Budget for Teacher Salaries	27.57%	29.34%
Percent of Budget for Administrative Salaries	5.37%	5.99%

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 and utilizing our minimum day Monday schedule for one hour of professional development each week. We also provide three modified minimum days for additional collaboration and training. In addition, many of our faculty are involved in ongoing after-school training focused on our mission and three improvement areas. Our CDS staff has participated in the following professional learning opportunities this year: Capturing Kids Hearts and Trauma-Informed Practices and Self Care and training for increased learning and literacy for each student.

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

2023 School Accountability Report Card
Combined Site Council for all Happy Valley Schools)
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