Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools)

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Happy Valley Elementary School (Waiver for Combined Site Council for all Happy
Street	17480 Palm Ave.
City, State, Zip	Anderson
Phone Number	5303572134
Principal	Chris Nelson
Email Address	cnelson@hvusd.net
School Website	www.hvusd.net
Grade Span	4-8
County-District-School (CDS) Code	California

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

1) Literacy across the content areas,
2) Social and emotional learning, and
3) Sense of belonging and a safe school community
4) School/Community Culture

To provide various learning opportunities, students from grades four-eight attend the elementary school, community day school, or our independent study program. Happy Valley Elementary School currently has 245 students attending 4-8th grade and alternative programs. The elementary campus has a library, a complete science lab, a large gymnasium, a multi-purpose room, a fully stocked transportation and maintenance facility, and a state-of-the-art greenhouse. Our students access common core standards with the use of a Chromebook at each desk. Highly qualified staff provide quality academic experiences to our students while support staff provides care for our students and families within the school community. Happy Valley employees

2025-26 School Description and Mission Statement

work cooperatively to improve school systems and provide a high-quality educational experience. School-specific and district-wide leadership teams focus on each of our three district improvement areas": Literacy across the content areas, Social and emotional learning, School Culture and a sense of belonging and safety in our schools.

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

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

In order to address health and wellness concerns, our staff has developed and implemented a short-term independent study process when students must learn at home. Our goal is to increase learning and engagement even while a student is learning at home. Support staff interacts with students and families to support the learning process.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	49
Grade 5	47
Grade 6	51
Grade 7	39
Grade 8	56
Total Enrollment	242

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8
Male	49.2
American Indian or Alaska Native	3.3
Asian	13.2
Black or African American	2.1
Hispanic or Latino	19.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	2.5
White	50.8
English Learners	6.6
Homeless	1.7
Socioeconomically Disadvantaged	75.2
Students with Disabilities	12.4

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.

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)	7.9	70.69	19.9	82.31	234405.2	84
Intern Credential Holders Properly Assigned	1	8.94	1	4.13	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	8.94	2	8.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	8.94	1	4.13	11953.1	4.28
Unknown/Incomplete/NA	0.2	2.5	0.2	1.16	15831.9	5.67
Total Teaching Positions	11.1	100	24.1	100	279044.8	100

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.

2022-23 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)	8.7	72.89	19.7	75.95	231142.4	83.24
Intern Credential Holders Properly Assigned	0.9	8.26	3.9	15.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.2	10.09	1.2	4.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0	0	11746.9	4.23
Unknown/Incomplete/NA	1	8.67	1	4	14303.8	5.15
Total Teaching Positions	11.9	100	25.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	7.4	61.88	17.9	67.65	230039.4	100
Intern Credential Holders Properly Assigned	0.9	8.26	3.9	15.06	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.9	8.26	0.9	3.74	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.8	7.09	1.8	6.98	12112.8	4.34
Unknown/Incomplete/NA	1.7	14.26	1.7	6.46	13705.8	4.91
Total Teaching Positions	11.9	100	26.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.9
Misassignments	1.00	1.2	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.2	0.9

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.00	0	0.8
Total Out-of-Field Teachers	1.00	0	0.8

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3	11.9	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)	7.2	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbook selection occurs primarily by teachers from the state-approved lists. Teachers attend presentations by publishers, examine the program choices, and may even teach lessons from the program before adopting textbooks and curriculum. Teachers will participate in the upcoming state adoption process through the COE lead. Once the teachers have narrowed their choices, parents and the community are invited to examine the curriculum. The selection choices are brought before the School Site Council. Final approval is by school board adoption.
Mathematics:
Savvas eVisions Math (4-8)
Science:
Scott Foresman (4-5) 2006
Mystery Science (4-5) 2020
STEMscopes (6-8) 2020
History:
Savaas (4-8th)
English Language Arts
Wonders (4-5)
Common Lit 360 (6-8)
The district meets the state guidelines for textbooks and instructional materials. The district has affirmed that each pupil, including English learners, has his or her own textbook to use in class and to take home - and laso has access to most texts on their Chromebook.

Year and month in which the data were collected	1/2022

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders (4-5) 2016 Common Lit 360 (6-8)	0%
Mathematics	Savvas eVisions Math (4-8)	0%
Science	Mystery Science (4-5) 2020 STEMscopes (6-8) 2020	0%
History-Social Science	Savvas My World (4-8)	0%

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

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	8/18/2024

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			Cafeteria eave boards need replaced
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	26	41	30	40	47	48
Mathematics (grades 3-8 and 11)	27	31	28	31	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	245	241	98.37	1.63	41.08
Female	125	122	97.60	2.40	49.18
Male	120	119	99.17	0.83	32.77
American Indian or Alaska Native	--	--	--	--	--
Asian	32	32	100.00	0.00	59.38
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	47	95.92	4.08	31.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	33.33
White	123	122	99.19	0.81	44.26
English Learners	18	18	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	180	98.90	1.10	38.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	6.25

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	245	240	97.96	2.04	30.83
Female	125	122	97.60	2.40	24.59
Male	120	118	98.33	1.67	37.29
American Indian or Alaska Native	--	--	--	--	--
Asian	32	31	96.88	3.12	48.39
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	49	47	95.92	4.08	19.15
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	24	96.00	4.00	20.83
White	123	122	99.19	0.81	35.25
English Learners	18	18	100.00	0.00	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	182	179	98.35	1.65	27.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	32	94.12	5.88	3.13

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.79	23.23	15.24	20.72	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	102	99	97.06	2.94	23.23
Female	50	48	96.00	4.00	25.00
Male	52	51	98.08	1.92	21.57
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	27	25	92.59	7.41	16.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	30.77
White	43	43	100.00	0.00	20.93
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	77	98.72	1.28	23.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	93.6	95.7	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

The District was awarded an opportunity to participate in the Community Engagement opportunities.. An Implementation Team meets to focus on family engagement strategies and provide opportunities for families to connect with the school community. We have also partnered with our PTO to provide various family engagement events.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	270	258	20	7.8
Female	139	131	9	6.9
Male	131	127	11	8.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	11	11	2	18.2
Asian	32	32	2	6.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	52	7	13.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	133	128	4	3.1
English Learners	21	19	1	5.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	208	199	17	8.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	39	36	3	8.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.26	10.92	5.93	7.5	5.6	3.77	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.93	0.00
Female	5.76	0.00
Male	6.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.45	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	10.53	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.38	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

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

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

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

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	0	5	0
Mathematics	25	0	6	0
Science	26	0	4	0
Social Science	26	0	4	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26		6	
Mathematics	26		8	
Science	27		4	
Social Science	27		4	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	4	4	
Mathematics	23	2	2	
Science	24	2	2	
Social Science	24	2	2	

2024-25 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	806.67

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$10,519	$3,717	$6,802	$62,137
District	N/A	N/A	$9,361	$62,984
Percent Difference - School Site and District	N/A	N/A	-31.7	2.1
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-45.2	-24.4

Fiscal Year 2024-25 Types of Services Funded

Title I
Title II (Teacher & Principal Training & Recruiting)
Title IV
Hourly Programs (extended day/year education)
School Improvement Program
Resource Specialist Program
Special Day Class
ELOP Activities
Summer School

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$41,767	$55,248
Mid-Range Teacher Salary	$68,660	$80,746
Highest Teacher Salary	$89,282	$109,655
Average Principal Salary (Elementary)	$94,801	$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$128,544	$155,954
Percent of Budget for Teacher Salaries	21.1%	25.26%
Percent of Budget for Administrative Salaries	5.65%	6.12%

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 before the start of the year - with many optional and encouraged opportunities welcomed. The district organizes professional learning on each minimum day for District-led Collaboration and Teacher-lead Collaboration - this occurs EVERY MONDAY. In addition, many of our faculty are involved in specialized training for the same purposes. Our staff has participated in the following professional learning opportunities this year: Training that focuses on literacy such as the Shasta County Literacy Conference, Getting Reading Right, Readable English; training that focuses on Social Emotional Learning and culture building such as EdTomorrow, Restorative Practices and Circle Groups; and collaboration to support student learning of new curricula such as alignment/mapping and assessment. A

The primary emphasis of our professional development focuses on the four 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2		