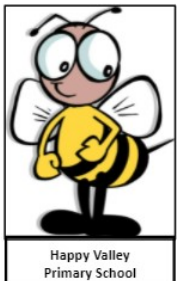
Happy Valley Elementary School (Waiver for Combined Site Council for all Happy Valley Union Schools)

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	16300 Cloverdale Rd.
City, State, Zip	Anderson, CA 96007-8209
Phone Number	(530) 357-2131
Principal	Gina Murphy
Email Address	gmurphy@hvusd.net
School Website	www.hvusd.net
Grade Span	K-3
County-District-School (CDS) Code	45700116097703

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 Primary School provides an opportunity for every student to succeed, every day. Our school community provides a positive learning culture, supported by our faculty, staff, families, and community. Many of our teachers are serving second-generation students, providing a rich history and a promising future for our students. Our teachers are participating in ongoing professional development in the specific three goals: academics, social and emotional learning, and a safe school community. Our teachers are engaged in professional learning in the areas of Improvement Science, Restorative Practices and Trauma-Informed Practices, curriculum and instruction, and differentiated instruction. We also offer Multi-tiered Systems of Support to serve every student according to specific needs. These practices culminate in 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.

Our families are present at community events, school assemblies, celebrations, and support groups. Many parents volunteer and work at our school, enhancing our students' learning experience. Our community is involved in the effort to provide a safe, healthy learning environment. Project Share provides a robust after-school program that facilitates additional support and quality activities to over half of our student population. Additionally, the Citizens Patrol is routinely present at the end of the school day, merely to provide a sense of community support and school safety. The local Fire Department also participates in school events regularly. Our family liaison, Community School Coordinator and other staff are encouraging parent engagement at family-friendly events.

2025-26 School Description and Mission Statement

Home to approximately 235 students, we provide quality academic experiences to students in TK- through third grade. Our teachers, paraprofessionals, and support staff come together to offer all that a student will need to succeed socially and academically. In addition, our school provides opportunities for future students and our families by providing school readiness programs, parenting classes, small group support systems, and a family liaison who assists in various scenarios, to bridge resources and offer support to our students and their families. We have made a concerted effort to connect counseling services with students who may need additional support. Individual counseling, group counseling, and whole class sessions are offered by various counseling organizations, in order to address social skill building, Adverse Childhood Experiences (ACE's), and other challenging life experiences. When students are faced with learning challenges, they also have the opportunity to work with a behavior coach and school counselor who guides them in self-regulation, redirection and the successful return to learning.

In order to build capacity among our staff, teachers and staff serve on various teams that are focused on specific goals and concerns. We have developed leadership teams that focus on our district and school goals as well as a full faculty team that is carefully examining data and working together to align our instructional practices to better serve our students. The Student Focus Team is focused, at the school site level, on providing and refining a multi-tiered system of supports to address students' specific needs. The Attendance Team is focused, at the district level, on developing and refining a district-wide system that will unify our school community around a common language and a specific plan for student attendance, success, and achievement. Teachers have selected specific areas for professional growth and are engaged in current research and practices to improve student learning. Paraprofessionals and support staff attend meetings regularly, to discuss concerns and build a positive program for supporting our students and families. They also attend training sessions that prepare them to engage in a positive social-emotional learning environment.

In order to provide a rigorous and engaging academic experience, teachers have begun a journey to articulate current practices through vertical alignment. Alongside this endeavor to connect prior knowledge to potential learning, teachers rely on data to inform instruction. Time is spent each week, engaged in meaningful collaboration focused on differentiated instruction and developing specific academic skills. Teaching teams prepare their students each day to reach their full potential by identifying learning gaps and prescribing specific learning experiences to address student needs.

Our support staff serves with loving kindness and look out for our students and fellow site personnel. The staff's dedication to our students is evident in their performance each day in the unique and important role they each play at our school site. The Happy Valley School community stands proudly to support a positive learning culture for all students.

We will provide continuity of instruction by:
1. Maintaining grade-level content and instructional rigor
2. Focusing on the depth of instruction and pace
3. Prioritizing English language arts and mathematics content standards and learning
4. Maintaining the inclusion of each and every learner
5. Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum
6. Focusing on commonalities that students share in this time of crisis, not just on their differences. These principles reflect high-quality instruction and will be integrated with a social-emotional and mental health response.

In addition to face-to-face learning opportunities, our students may access our Independent Personalized Learning program. The Happy Valley Independent Personalized Learning program (HVIPL) is an independent study program where a certificated teacher provides a curriculum to the students. The students complete their schoolwork at home under the guidance of their parents and turn it in during their weekly or bi-weekly meetings with the teacher. Our independent personalized learning program is available to TK-8 grade students who meet the criteria for enrollment.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	50
Grade 2	54
Grade 3	55
Total Enrollment	217

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.2
Male	54.8
American Indian or Alaska Native	7.8
Asian	5.5
Black or African American	0.5
Filipino	0.9
Hispanic or Latino	19.8
Two or More Races	6
White	48.4
English Learners	8.3
Foster Youth	0.5
Homeless	10.1
Socioeconomically Disadvantaged	72.4
Students with Disabilities	19.4

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)	10	90.91	19.9	82.31	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	4.13	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	9.09	2	8.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1	4.13	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.2	1.16	15831.9	5.67
Total Teaching Positions	11	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)	9	75	19.7	75.95	231142.4	83.24
Intern Credential Holders Properly Assigned	3	25	3.9	15.35	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	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	0	0	1	4	14303.8	5.15
Total Teaching Positions	12	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)	9.5	76	17.9	67.65	230039.4	100
Intern Credential Holders Properly Assigned	3	24	3.9	15.06	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.9	3.74	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.8	6.98	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.7	6.46	13705.8	4.91
Total Teaching Positions	12.5	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	1.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	0	0	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	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. In the past, teachers have sometimes piloted a program prior to district adoption. 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.

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

Year and month in which the data were collected	1/2025

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 (K-3) 2016	0%
Mathematics	Everyday Math (K-3) 2015 Savaas EnVisions Math (K-3rd piloting currciulum)	0%
Science	McMillan/McGraw Hill (K-1) 2007 Pearson Scott Foresman (2-3) 2007 Mystery Science (K-3) 2020	0%
History-Social Science	Savaas 2021	0%

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

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 has an excellent janitorial staff. The campus is kept clean and is well maintained. All sinks, toilets, and drinking fountains are in working

School Facility Conditions and Planned Improvements

condition. The grounds are kept mowed and free of trash. A custodian is always available to ensure a tidy and well-maintained campus.

The school has a very large playground. It has playground equipment on the first-third grade playground and also on the kindergarten playground. . We are on a large piece of property with lots of room for the children to run and play. We have behavior coaches who guide behavior as it is outlined in our Positive Behavior Interventions and Supports (PBIS) system. A sidewalk was built in August of 2021 along the entrance to our school, and visitors and pedestrians now have a safe place to walk.

The school was approved to build a TK/K center and plan to have the project completed by Spring of 2026.

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

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			
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)	49	45	30	40	47	48
Mathematics (grades 3-8 and 11)	40	42	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	55	52	94.55	5.45	45.10
Female	20	20	100.00	0.00	47.37
Male	35	32	91.43	8.57	43.75
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	68.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	5.13	37.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

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	56	52	92.86	7.14	42.31
Female	20	19	95.00	5.00	42.11
Male	36	33	91.67	8.33	42.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	37	94.87	5.13	37.84
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	8	72.73	27.27	--

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)			15.24	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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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

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

Parental involvement is always welcome. We have formed a leadership team that focuses on family and community engagement. We seek parent input through surveys, quarterly Site Council meetings, and other conversations. Parents are welcomed and encouraged to volunteer in the classrooms. The School Site Council (SSC) is also an active group where parents express needs and desires for our student population. The SSC has set goals and has identified its priorities to support the goals to best meet the needs of the children. They are also actively involved in developing the district's LCAP goals. We address specific topics and seek input from families at these events. . We use culture surveys and various polls on social media to seek parental input. Our parents are informed through a variety of social media sources. We have many parents who participate in events and as classroom volunteers. We utilize our Family Liaison and Community School Coordinator to provide family outreach and support. We partnered with HV PTO to provide engagement opportunities.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	246	238	41	17.2
Female	106	104	13	12.5
Male	140	134	28	20.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	18	18	1	5.6
Asian	12	12	3	25.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	56	51	10	19.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	15	5	33.3
White	117	114	19	16.7
English Learners	25	22	4	18.2
Foster Youth	--	--	--	--
Homeless	27	24	11	45.8
Socioeconomically Disadvantaged	180	173	37	21.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	59	56	17	30.4

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
1.51	0	1.22	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	1.22	0.00
Female	0.00	0.00
Male	2.14	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.67	0.00
White	0.85	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.39	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 Emergency Operations Plan (EOP) is being strengthened in a district-wide effort to synthesize current Readiness and Emergency Management Systems (REMS) practices with our local needs. A district team has met to address the specific plan for all functional annexes at all possible time-frames to assist with the development of a comprehensive plan for safety. Basic functions will be addressed with parents through a variety of communication tools, such as the use of a text app, all-call phone calls, and our website.

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

We have a School Safety Plan that identifies protocols and responsible parties for numerous types of emergencies. The plan identifies roles, responsibilities, functional annexes, how to address the situations before, during, and after any emergency situation. The staff is trained annually in emergency procedures and has practice drills on a regular basis. The Emergency Operations Plan/School Safety Plan was reviewed by the School Site Council and recommended for approval of the Governing Board in October 2022. Please see the district office for details. The staff has implemented emergency practices/systems using a Catapult app; practicing and evaluating regularly.

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 a quarter-mile of the school, and it is always available to assist in medical emergencies. The school is equipped with surveillance cameras and was recently re-keyed to strengthen safety. The parking lot, as well as the playground, can be observed through this video system.

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.

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
TK		1		
K	23	0	2	0
1	27	0	2	0
2	23	0	2	0
3	25	0	2	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	6	2	0	0

2023-24 Elementary 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 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
K	23	1	2	0
1	27	0	2	0
2	22	0	2	0
3	20	2	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	15	1	1	0

2024-25 Elementary 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 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
K	18	2	1	
1	16	1	1	
2	26		2	
3	26		2	
Other	7	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	783.33

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.3
Social Worker	
Nurse	.05
Speech/Language/Hearing Specialist	1.2
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	$9,940	$3,522	$6,418	$54,749
District	N/A	N/A	$9,361	$62,984
Percent Difference - School Site and District	N/A	N/A	-37.3	-10.5
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	-50.6	-36.8

Fiscal Year 2024-25 Types of Services Funded

Title I (Basic Grant)
Title II (Teacher & Principal Training & Recruiting)
Gifted and Talented Education (GATE)
Hourly Programs (extended day/year education)
Resource Specialist Program

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 ongoing professional development opportunities. We have three full days dedicated to district-wide professional development as well as utilizing our minimum day Monday schedule for one hour of professional development each week. The major emphasis of our staff development is in the area of Common Core State Standards, Response to Intervention (RTI), utilizing instructional technologies, targeted instruction, and student engagement strategies. Our focus is to improve student achievement using data, developing individual plans to support student learning, and monitoring student progress. Our district is committed to staff development. In addition to three staff development days, we utilize teacher release time, school workshops, and conferences to support ongoing learning. Teachers are supported in their professional development by participating in training that includes: Attendance Works, LtoJ Perfect School, Capturing Kids' Hearts, California Reading Literacy Project, Trauma-Informed Practices and self-care. We also partner with the Mountain Valley JPA for professional development and curriculum implementation for social emotional learning and Special Education. Our LCAP reflects this process in goals one and two.

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	3		