

HAPPY VALLEY ELEMENTARY SCHOOL



GRADES 5-8

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Larry Robins, Ed.D.
Superintendent

Janet Tufts
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

It is with great pride that I welcome you to Happy Valley Elementary School. Our school is a learning community that seeks success for each student as we strive to deepen our core values of: citizenship, lifelong learning, problem solving, respect, and responsibility. We believe that children should want to come to school each day to learn new things about themselves and the world around them. We set high expectations and create a caring environment for all of our students. Students are the focus of our educational program and are expected to demonstrate the skills, abilities, and potential that we know they possess. Happy Valley prides itself on providing many choices for students including sport programs, drama, music, newspaper editing, student council, student leadership, and National Junior Honors Society.

Happy Valley Elementary is a host to a strong Project SHARE program, which is a free educational program that runs from 3:15 P.M. to 6:00 P.M. nightly. Our Project SHARE program provides structured homework help as well as various clubs and activities.

Parents are valued partners in our educational system and are encouraged to visit the school, consult with the staff, and participate in school functions. We routinely hold parent education nights, focusing on academics and Love and Logic parenting skills. Happy Valley's Parent/Teacher Association (PTA) thrives as an integral partner in our educational setting.

We encourage each member of our educational system to work together to provide the highest quality educational program possible. I am proud to state, "Happy Valley Elementary School is a positive place where everyone learns and succeeds."

Yours truly,

Janet Tufts, Principal

Parental Involvement

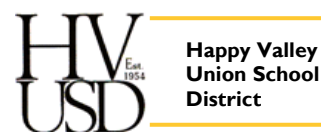
The success of a school is strongly influenced by the support of parents and the school community as a whole. Happy Valley Elementary School strives to coordinate and communicate with the community, including police, fire, and other governmental agencies, news media, medical agencies, and other community organizations. A few examples of such coordination and communication with community agencies include fire prevention, bicycle safety, DARE, Life Skills, and the Shasta County Sheriff School Resource Officer.

Parents are actively involved in the School Site Council (SSC), schoolwide planning, and various parent committees for fund-raisers and field trips. We have a strong PTA and many other opportunities for parents to become involved in the school.

For more information on how to become involved, contact Sherry James, PTA President, at (530) 357-2111.

Public 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 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.



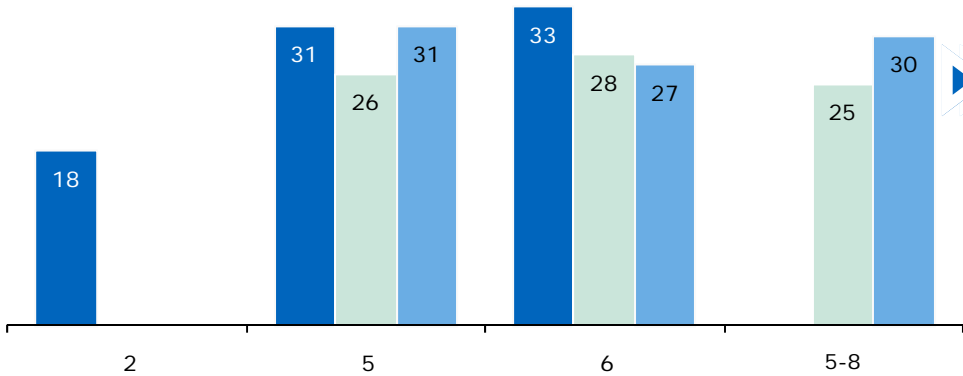
Happy Valley
Union School
District

"We will ensure
that all children will
learn more today than
yesterday, and more
tomorrow than today."

Happy Valley
Union Elementary
School District

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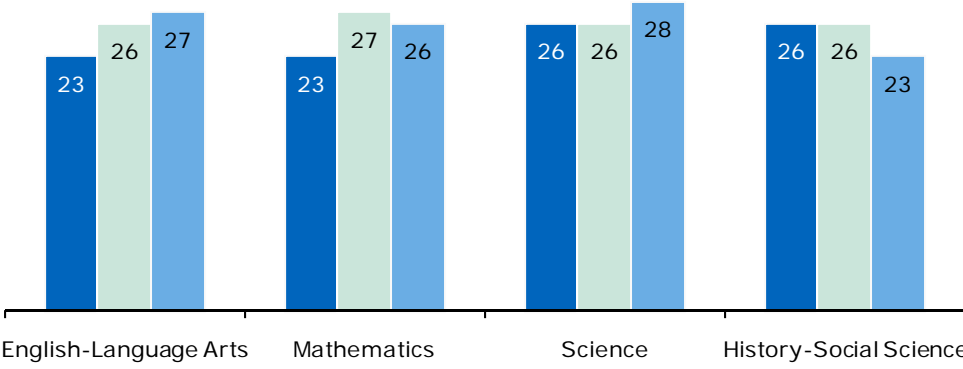


Class Size

The bar graphs display the three-year data for average class size.

■ 05-06 ■ 06-07 ■ 07-08

Class Size Distribution — Number of Classrooms By Size									
	05-06			06-07			07-08		
Grade	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
2	1								
5		2			2			2	
6		1	1		2			2	
5-8					1			1	



California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Abdominal Strength
4. Trunk Extension Strength
5. Upper Body Strength
6. Flexibility

To meet fitness standards, students must score in the Healthy Fitness Zone (HFZ) on all six fitness tests. For 2007-08, 0.0% of students in the fifth grade and 10.9% of students in the seventh grade scored in the HFZ. For more information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.

Class Size Distribution — Number of Classrooms By Size									
	05-06			06-07			07-08		
Subject	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	3	3			5			7	
Mathematics	3	4			5		2	9	
Science	2	3			5			5	
History-Social Science	2	3		1	4		2	4	





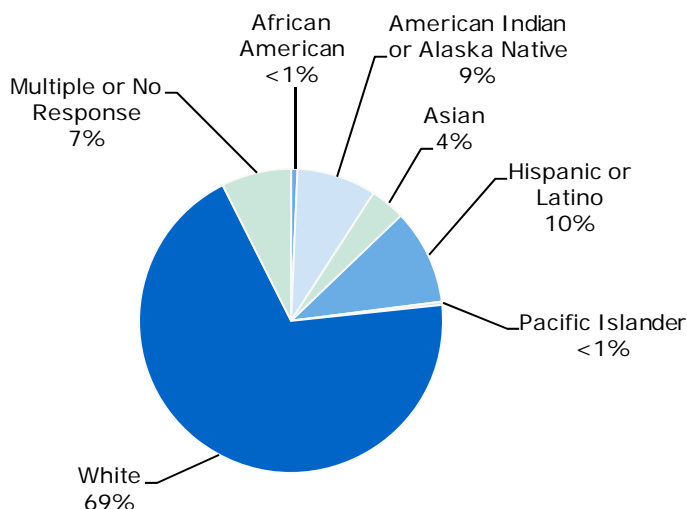
Textbooks and Instructional Materials

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. 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, have their own textbook to use in class and to take home.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2004
English-Language Arts	McDougal Littell (7-8)	2004
Reading	Houghton Mifflin	2002
Mathematics	Everyday Math (5-6)	2008
Mathematics	<i>Pre Algebra & Algebra</i> , Holt CPM (7-8)	2008
Science	Macmillan/McGraw-Hill (5-6)	2007
Science	Glencoe (7-8)	2007
History-Social Sciences	Scott Foresman (5)	2006
History-Social Sciences	McDougal Littell (6-8)	2006

Note: This data was most recently collected and verified in August 2008.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbook and instructional materials:

- Reading/Language Arts 0%
- Mathematics 0%
- Science 0%
- History-Social Science 0%
- Visual and Performing Arts 0%
- Foreign Language 0%
- Health 0%

School Safety

The safety of students and the security of the campus are the highest priorities of Happy Valley Elementary School. School personnel and students participate in preparedness drills, including procedures for fire, earthquake, and civil disturbance. Maintenance and upkeep are monitored, and a Deferred Maintenance Plan is developed and reviewed yearly. The school is seen as the center of the community and is a safe environment for students, staff, and community organizations.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in July 2008. Key elements of the plan include monthly safety drills and crisis intervention plans.

Enrollment and Demographics

The total enrollment was 296 students for the 2007-08 school year.



School Facility Good Repair Status

The table shows the results of the school's most recently completed inspection, using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status.

School Facility Conditions and Improvements				
Item Inspected	Repair Status			
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary		✓		

Note: The most recent school site inspection occurred on October 16, 2008, and the inspection form was most recently completed on October 16, 2008.

Suspensions and Expulsions

Suspension and Expulsion Rates						
	Happy Valley ES			Happy Valley UESD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.221	0.116	0.068	0.130	0.095	0.050
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

School Facilities

Happy Valley Elementary School was built in the 1950s. The campus was modernized the summer of 2003. The 20-room school is completely up-to-date with a science lab, state-of-the-art greenhouse, broadband Internet connections in all classrooms, Promethean Active Boards in the classrooms, a computer lab, and a spacious playground.

Students and families are involved in improving the exterior appearance of the school.

The campus is cleaned daily and has a regular summer program of maintenance and improvements. The facility and grounds are safe and clean.

Our school provides a safe, clean, and functional environment for learning through proper facilities maintenance and campus supervision.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted \$14,213 for the Deferred Maintenance Program. This represents 0.26% percent of the District's general fund budget.

Suspensions and Expulsions

The table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.



California Standards Tests Results

The multiple-choice California Standards Tests (CST) are part of the Standardized Testing and Reporting (STAR) and are administered only to students in California public schools. These tests determine students' achievement of the California Academic Content Standards and provide feedback on their success given what they are expected to know in each grade level and subject.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Happy Valley ES			Happy Valley UESD			California		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	38%	44%	44%	40%	41%	42%	42%	43%	46%
Mathematics	33%	34%	41%	46%	42%	50%	40%	40%	43%
Science	26%	36%	41%	26%	36%	41%	35%	38%	46%
History-Social Science	18%	41%	30%	18%	41%	30%	33%	33%	36%

CST Student Group Results: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2008 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	38%	40%	48%	41%
Female	49%	41%	36%	24%
Economically Disadvantaged	40%	35%	36%	❖
English Learners	❖	❖	❖	❖
Students with Disabilities	7%	4%	18%	❖
Migrant Education Services	❖	❖	❖	❖
African American	❖	❖	❖	❖
American Indian or Alaska Native	36%	40%	33%	❖
Asian	42%	42%	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	54%	31%	47%	❖
Pacific Islander	❖	❖	❖	❖
White	44%	41%	41%	32%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests

For the 2008 STAR exam, students in grades 2-11 took an English-language arts and mathematics test. Students in grades 4 and 7 also participated in an essay writing test. History-social science tests were given to students in grades 8 and 11, and students in grades 5, 8, and 10 took a science test. Students in grades 9-11 were also able to take end-of-course tests in science and history-social science if they were enrolled in the corresponding courses.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are:

- **Advanced** (*exceeds State Standards*)
- **Proficient** (*meets Standards*)
- **Basic**
- **Below basic**
- **Far below basic**

Students scoring at the Proficient or Advanced level meet State Standards in that content area.

The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science. For a complete report on all groups and their scores by grade level, please visit <http://star.cde.ca.gov/>.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Happy Valley ES		Happy Valley UESD	
Met Overall AYP	No		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	Yes	Yes
API	Yes		Yes	
Graduation Rate	✧		✧	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Adequate Yearly Progress

NCLB requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school made AYP overall and met each of the AYP criteria for 2007-08. For a detailed report on AYP, please visit www.cde.ca.gov/ta/ac/ay/.

Academic Performance Index

API Ranks — Three Year Comparison			
	04-05	05-06	06-07
Statewide API Rank	5	5	6
Similar Schools API Rank	2	3	3

API Growth by Student Group — Three Year Comparison				
Group	Actual API Change			2007-08 Growth API Score
	05-06	06-07	07-08	
All Students at the School	11	16	8	739
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	25	9	3	743
Socioeconomically Disadvantaged	39	19	14	715
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000, with 800 set as the statewide target. Schools are ranked in ten categories of equal size from 1 (lowest) to 10 (highest). A similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." The tables show the school's three-year data for API rank and API growth. For more detailed information, please visit www.cde.ca.gov/ta/ac/ap/.

Testing Note: Assessment data are reported only for numerically significant groups. Data may not appear if ethnic/racial, socio-economically disadvantaged, or other groups (1) contain less than 100 students with valid test scores OR (2) comprise less than 15% of the school population tested and contain less than 50 students with valid scores.

Teacher Qualifications

Teacher Credential Information				
	Happy Valley UESD	Happy Valley ES		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	30	12	12	12
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	1	0

Teacher Qualifications

The table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Misassignments and Vacant Teacher Positions

The table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Happy Valley ES		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	1	0
Total Teacher Misassignments	3	0	0
Vacant Teacher Positions	0	0	0

Professional Development

The Happy Valley Union Elementary School District provides ongoing professional development opportunities. The major emphasis of our staff development is in the area of Response to Intervention (RTI), technology support programs, instruction as well as a teacher tool, and developing Professional Learning Communities (PLCs). PLC development is the focal point of our weekly minimum days. Our focus is in improving student achievement using data, developing individual plans to support student learning, and monitoring the progress.

For the previous three school years, three days were dedicated to staff and professional development each year.

No Child Left Behind Compliant Teachers

No Child Left Behind (NCLB) requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2007-08 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Happy Valley ES	97.1%	2.9%
All Schools in District	98.0%	2.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

◆ Information not available.

Academic Counselors

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
0.0	0

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

- Library Media Teacher (Librarian) 0.0
- Library Media Services Staff (paraprofessional) 0.0
- Psychologist 0.0
- Social Worker 0.0
- Nurse 0.0
- Speech/Language/Hearing Specialist 0.0
- Resource Specialist (non-teaching) 0.0
- Other 0.0



Federal Intervention Program

Schools that receive Title I funding can enter Program Improvement (PI) if they don't reach AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year that they don't meet AYP, they advance to the next level of intervention. The table displays the 2008-09 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay.

Federal Intervention Program		
	Happy Valley ES	Happy Valley UESD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	◇	◇
Year in Program Improvement	◇	◇
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0.0%

◇ Not applicable.

Financial Information

The data displayed is from the 2006-07 school year because the most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report.

District Salary Information — Does not include benefits		
Range	Happy Valley UESD	Similar Sized District
Beginning Teacher Salary	\$37,217	\$37,322
Mid-Range Teacher Salary	\$50,194	\$53,824
Highest Teacher Salary	\$61,619	\$67,700
Average Principal Salary	\$81,576	\$85,507
Superintendent Salary	◇	\$104,993
% of Budget for Teacher Salaries	36.4%	37.6%
% of Budget for Administrative Salaries	4.3%	6.4%

Financial Data				
	Total Expenditures Per Pupil	Expenditures Per Pupil From Restricted Sources	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Happy Valley ES	\$6,657	\$2,954	\$3,703	\$49,709
Happy Valley UESD			\$917	\$53,533
California			\$5,300	\$54,322
% Difference Between School and District			75.2%	-7.7%
% Difference Between School and California			-43.1%	-9.3%

◇ Information not available.

Types of Services Funded

The following is a list of Federal and State funded programs that are provided to students:

- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title II Technology
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Gifted and Talented Education (GATE)
- Class Size Reduction (CSR)
- Hourly Programs (extended day/year education)
- School Improvement Program (SIP)
- TUPE (Tobacco Use Prevention Education)



SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit Data-Quest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of December 2008.