

HAPPY VALLEY PRIMARY SCHOOL



GRADES K-4

16300 Cloverdale Road Anderson, CA 96007
Phone: (530) 357-2131 Fax: (530) 357-2138
Web site: www.hvesd.org

Larry Robins, Ed.D.
Superintendent

Kellie Dunham
Principal

2007-08 School Accountability Report Card

Published During the 2008-09 School Year

Principal's Message

Happy Valley Primary School serves approximately 305 students in kindergarten through fourth grades. We have a staff of 16 teachers, and numerous support staff—all working together to support the needs of our children. The school has a warm, caring environment and we strive to know all children by name. The Primary School has been awarded the Distinguished School Award in 1993 and 2002. We are proud of the fact that our school demonstrated the greatest gain in Academic Performance Index (API) (73 points) in 2006 in all of Shasta County. We attribute this to our newly implemented intervention supports. We have all new computers in our lab and four student computers in each classroom. We have invested in numerous programs to support student learning: Accelerated Reader, Accelerated Math, Lexia (three levels), and Read Naturally and FastMath. These tools are used to provide targeted intervention to complement the direct instruction provided by the teacher. We would love to have you visit and learn more about the exciting things happening for kids at our school.

Parental Involvement

Parental involvement is always welcome. The PTA is very active. This group sponsors fund-raisers throughout the year, including the Harvest Festival, Family Fun Run, book fairs, and monthly skating parties. These funds are used to directly support school programs. Most recently, the PTA purchased and installed new kindergarten play equipment. Parents are welcomed and encouraged to volunteer in the classrooms. The School Site Council (SSC) is also an active group. The SSC has set goals and has identified their priorities to support the goals to best meet the needs of the children. We are beginning a school garden project. Parents and other community volunteers will do much of the preparation for the new garden area.

For more information on how to become involved, contact Sherry James at (530) 357-4084.

School Safety

The safety of the students at Happy Valley Primary School is number one on the priority list. 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. Fire drills are practiced monthly, occurring on scheduled Board Meeting days. The Emergency Procedures Manual identifies protocols and responsible parties for numerous types of emergencies. The Emergency Procedure Manual/School Safety Plan will be reviewed, updated, and discussed with school faculty in January 2009; please see the District Office for details.

The school works closely with the local volunteer fire department and the Shasta County Sheriff's Department. The Happy Valley Fire Department is located within a quarter mile of the school, and they are always available to assist in medical emergencies.

The staff is trained annually in emergency procedures and has practice drills on a regular basis. The school nurse offers CPR/first aid classes on a regular basis. The school is equipped with surveillance cameras. The parking lot, as well as the playground, can be observed through this video system. All visitors are required to sign in at the office. Staff members also wear identification tags.

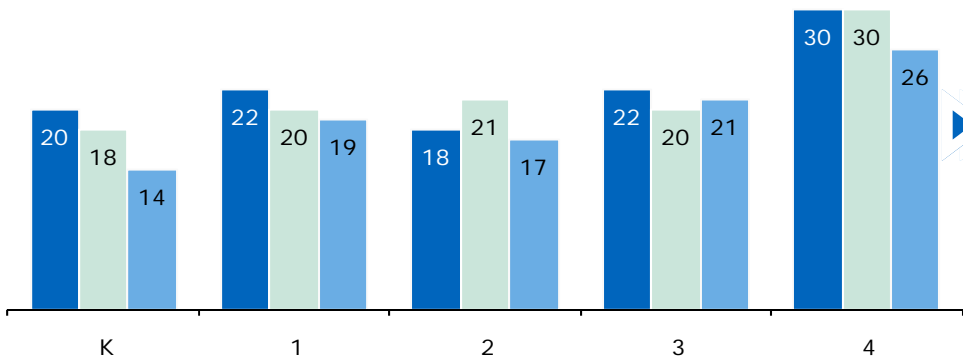


"We will ensure that all children will learn more today than yesterday, and more tomorrow than today."

Happy Valley Union Elementary School District

16300 Cloverdale Road
Anderson, CA 96007
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Fax: (530) 357-4143
www.hvesd.org





Class Size

The bar graph displays the three-year data for average class size.

■ 05-06 □ 06-07 ■ 07-08

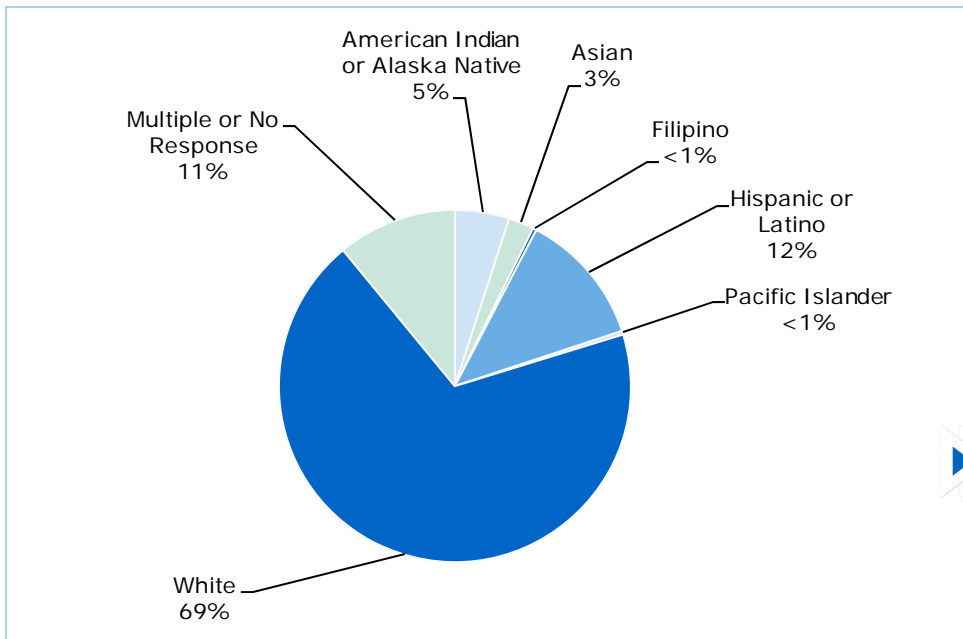
Class Size Distribution — Number of Classrooms By Size									
Grade	05-06			06-07			07-08		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			4			3		
1		3		3			4		
2	3				3		3		
3		3		3			1	2	
4		2			2			2	



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.

Progress indicators: ○ ● ○



Enrollment and Demographics

The total enrollment was 301 students for the 2007-08 school year.



Textbooks and Instructional Materials

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Houghton Mifflin	2004
Reading	Houghton Mifflin	2004
Mathematics	<i>Everyday Math</i>	2008
Mathematics	<i>Everyday Math</i>	2008
Science	Macmillan/McGraw-Hill (K-1)	2007
Science	Pearson Scott Foresman (2-4)	2007
History-Social Science	Scott Foresman	2006

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.

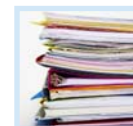
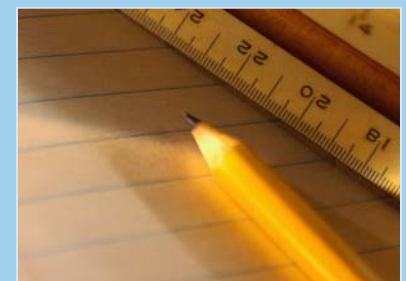
The District has affirmed that each pupil, including English Learners, have their own textbook to use in class and to take home.

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	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	✧
Health	✧

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

✧ Not applicable.



Suspensions and Expulsions

Suspension and Expulsion Rates						
	Happy Valley Primary School			Happy Valley UESD		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspension Rate	0.049	0.076	0.033	0.130	0.095	0.050
Expulsion Rate	0.000	0.000	0.000	0.000	0.000	0.000

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.



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.

School Facilities

Happy Valley Primary School, built between 1976 and 1979, went through the modernization process summer of 2006. The oldest half of the school was completely redone: electrical, data lines for computers, plumbing, carpets, wall treatments, doors, cupboards, bathrooms and fixtures. The other half of the school was completed summer 2007.

The Primary School has an excellent janitorial staff. The campus is kept clean and well maintained. All sinks, toilets, and drinking fountains are in working condition. The grounds are kept mowed and free of trash.

The school has a very large playground. It has new playground equipment on the first through fourth 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. Our blacktop areas were recently resurfaced and we have implemented the "Peaceful Playground" curriculum for recess times. All rooms have central air, and the school was recently painted. A custodian is always available to ensure a tidy and well-maintained campus.

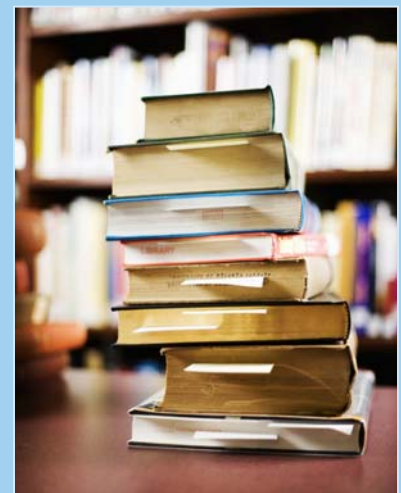
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School Facilities

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The school library has a substantial collection, and many of the titles are accessible for use with the Accelerated Reader program. A computer lab with Internet access is located in the library. All classes have access to the lab to allow for research, remediation, acceleration, and testing. We are excited to be teaming with the Shasta Union High School District to provide technical support.

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.





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.

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.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Happy Valley Primary School			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	42%	37%	40%	40%	41%	42%	42%	43%	46%
Mathematics	64%	57%	67%	46%	42%	50%	40%	40%	43%



California Standards Tests

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**

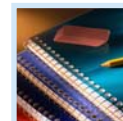
Students scoring at the Proficient or Advanced level meet State Standards in that content area.

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

CST Student Group Results: English-Language Arts and Mathematics

Percentage of Students Scoring At Proficient or Advanced Levels		
Group	Spring 2008 Results	
	English-Language Arts	Mathematics
Male	28%	64%
Female	48%	69%
Economically Disadvantaged	40%	66%
English Learners	❖	❖
Students with Disabilities	36%	60%
Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	38%	46%
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	31%	62%
Pacific Islander	❖	❖
White	41%	69%

❖ 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.





Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Happy Valley Primary School		Happy Valley UESD	
Met Overall AYP	Yes		Yes	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	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	4	6	6
Similar Schools API Rank	3	7	7

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	73	0	-17	758
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	76	5	-16	759
Socioeconomically Disadvantaged	53	40	-8	752
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 Primary School		
Teachers	07-08	05-06	06-07	07-08
With Full Credential	30	14	16	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	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 Primary School		
	06-07	07-08	08-09
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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 Primary School	100.0%	0.0%
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

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.

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 Primary School	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 Primary School	\$7,346	\$2,868	\$4,478	\$56,402
Happy Valley UESD			\$917	\$53,533
California			\$5,300	\$54,322
% Difference Between School and District			79.5%	5.1%
% Difference Between School and California			-18.4%	3.7%

◇ 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 DataQuest at <http://data1.cde.ca.gov/dataquest>. Data-Quest 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.