

# HAPPY VALLEY PRIMARY SCHOOL

2008-09 School Accountability Report Card | Published During the 2009-10 School Year



## GRADES K-4

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Larry Robins, Ed.D.  
Superintendent  
Kellie Dunham  
Principal

## 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 second greatest gain in Academic Performance Index (API) (50 points) in 2009 in all of Shasta County. Our API is currently 818! We attribute this to our intervention supports. All students receive 45 minutes of small group instruction daily to meet their learning needs. We have a great computer 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 fundraisers 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.

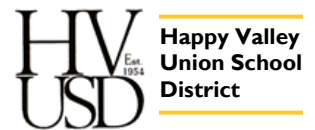
## School Safety

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 was last reviewed, updated, and discussed with school faculty in November 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."

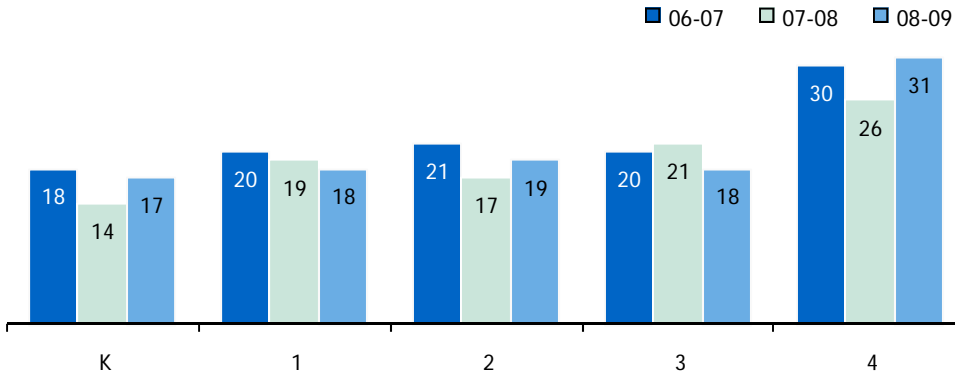
## Happy Valley Union School District

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### Class Size

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



Class Size Distribution – Number of Classrooms By Size									
Grade	06-07			07-08			08-09		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	4			3			3		
1	3			4			3		
2		3		3			3		
3	3			1	2		4		
4		2			2			2	

### Professional Development

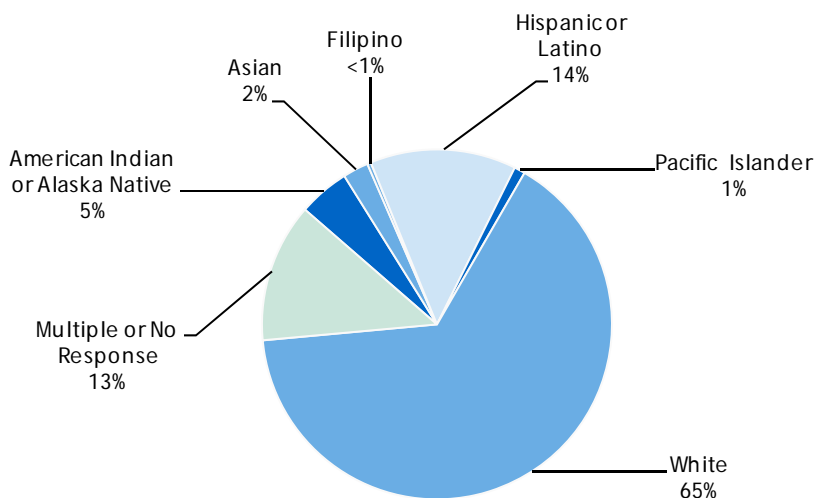
The Happy Valley Union Elementary School District provides ongoing professional development opportunities. The major emphasis of our staff development is in the area of Response to Intervention (RTI), technology support programs, instruction as well as a teacher tool, and developing Professional Learning 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.



### Enrollment and Demographics

The total enrollment at the school was 296 students for the 2008-09 school year.



## 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
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

## 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	0%
Health	0%

Note: This data was most recently collected and verified in September 2009.



## Suspensions and Expulsions

This 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.

### Suspension Rate

#### Happy Valley PS

06-07	07-08	08-09
0.076	0.033	0.030

#### Happy Valley UESD

06-07	07-08	08-09
0.095	0.050	0.039

### Expulsion Rate

#### Happy Valley PS

06-07	07-08	08-09
0.000	0.000	0.000

#### Happy Valley UESD

06-07	07-08	08-09
0.000	0.000	0.000



## School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
<b>Systems:</b> Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
<b>Interior:</b> Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
<b>Cleanliness:</b> Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
<b>Electrical:</b> Electrical Systems (interior and exterior)	✓			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
<b>Safety:</b> Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
<b>Structural:</b> Structural Condition, Roofs	✓			
<b>External:</b> Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Conditions				
	Exemplary	Good	Fair	Poor
<b>Overall Summary</b>	✓			

Note: The most recent school site inspection occurred on February 11, 2010, and the inspection form was most recently completed on February 11, 2010.

## 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 health inspector recently commented to our custodian that our restrooms are among the cleanest!

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 2009-10 school year, the District budgeted \$40,000 for the Deferred Maintenance Program. This represents 0.87% of the District's general fund budget.



## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

### NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
State Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	41%	36%
Proficient	18%	20%	25%	18%
Advanced	5%	2%	5%	5%

### NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74%	78%	79%	85%
English Language Learners	93%	92%	96%	96%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65%	66%	84%	78%
English Language Learners	80%	77%	94%	92%

### Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 at a workstation, and the ability to print documents.



**NAEP Testing Note:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at [www.cde.ca.gov/ta/tg/nr/](http://www.cde.ca.gov/ta/tg/nr/).

### STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are reported as performance levels in order to compare student achievement to state standards. The five performance levels are: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts and mathematics.

Percentage of Students Scoring At Proficient or Advanced Levels

	Happy Valley PS			Happy Valley UESD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	37%	40%	54%	41%	42%	52%	43%	46%	50%
Mathematics	57%	67%	70%	42%	50%	58%	40%	43%	46%

### STAR Results by Student Group: English-Language Arts and Mathematics

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2009 Results	
	English-Language Arts	Mathematics
Male	53%	71%
Female	55%	69%
Economically Disadvantaged	58%	71%
English Learners	❖	❖
Students with Disabilities	35%	65%
Students Receiving Migrant Education Services	❖	❖
African American	❖	❖
American Indian or Alaska Native	53%	53%
Asian	❖	❖
Filipino	❖	❖
Hispanic or Latino	52%	72%
Pacific Islander	❖	❖
White	54%	70%

❖ 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.

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at [www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf](http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf).



## 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 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (i.e., The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (i.e., The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf).

## Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	2006	2007	2008
Statewide API Rank	6	6	5
Similar Schools API Rank	7	7	5

## Academic Performance Index Growth

Group	Actual API Change			2009 Growth API Score
	06-07	07-08	08-09	
All Students at the School	0	-17	50	818
African American	■	■	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	■	■	■	■
Pacific Islander	■	■	■	■
White	5	-16	60	827
Socioeconomically Disadvantaged	40	-8	57	814
English Learners	■	■	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



## Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which infor-

## Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



### Adequate Yearly Progress

The No Child Left Behind (NCLB) Act 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 in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Adequate Yearly Progress Criteria				
	Happy Valley PS		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.

### Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet 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 they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Happy Valley PS	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.

*"The school has a warm, caring environment and we strive to know all children by name."*

### Teacher Qualifications

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

Teacher Credential Information				
	Happy Valley UESD	Happy Valley PS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	30	16	17	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

This 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 PS		
	07-08	08-09	09-10
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

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 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tg](http://www.cde.ca.gov/nclb/sr/tg).

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Happy Valley PS	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	◆	◆
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



### Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	0.0
Ratio of Students Per Academic Counselor	◆
◆ Not applicable.	

### School Support Staff

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

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0
Other	0.0

## District Financial Data

District Salary Data		
Category	Happy Valley UESD	Similar Sized District
Beginning Teacher Salary	\$38,334	\$38,481
Mid-Range Teacher Salary	\$51,700	\$55,789
Highest Teacher Salary	\$63,468	\$70,849
Average Principal Salary	\$87,367	\$88,862
Superintendent Salary	◆	\$110,994
Teacher Salaries – Percent of Budget	34.6%	37.2%
Administrative Salaries – Percent of Budget	5.6%	6.6%

◆ Information not available.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Happy Valley PS
Total Expenditures Per Pupil	\$7,015
Expenditures Per Pupil From Restricted Sources	\$1,566
Expenditures Per Pupil From Unrestricted Sources	\$5,449
Average Teacher Salary	\$57,119

## Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Happy Valley PS	\$5,449	\$57,119
Happy Valley UESD	\$1,214	\$53,926
California	\$5,512	\$56,284
School and District – Percent Difference	+77.7%	+5.6%
School and California – Percent Difference	-1.2%	+1.5%

**Financial Data Note:** The financial data displayed in the SARC is from the 2007-08 fiscal year. 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. For more detailed financial information, please visit [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs) and [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.



## 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>. 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 January 2010.