

# Happy Valley Primary School

SARC  
2009-10



2009-10 School Accountability Report Card • Published During the 2010-11 School Year

## GRADES K-5

16300 Cloverdale Road Anderson, CA 96007

Phone: (530) 357-2131 Fax: (530) 357-2138

Website: [www.hvesd.org](http://www.hvesd.org)

Janet Tufts  
Superintendent/Principal

## Principal's Message

It is with great pride that I welcome you to Happy Valley Primary 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. Our primary school serves approximately 325 students in kindergarten through fifth 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. We pride ourselves on knowing every child by name and by need.

Proudly, Happy Valley Primary School has been awarded the Distinguished School Award in 1993 and 2002. We are also proud of the fact that our school demonstrates continued academic gains in Academic Performance Index (API). Our API is currently 825. 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, Study Island, Read Naturally and FasttMath. These tools are used to provide targeted intervention to complement the direct instruction provided by the teacher.

Happy Valley Primary school has developed an effective recycling program. Our students actively promote recycling. We have also reduced waste by utilizing worm composting bins. Happy Valley Primary School supports hands-on learning, and empowering students to be problem solvers. We have an active GATE program.

Happy Valley Primary is a host to a strong Project SHARE program, which is a free educational program that runs from 2:15 p.m. to 6 p.m. Our Project SHARE program provides structured homework help as well as various activities, including music, art and recycling.

We would love to have you visit and learn more about the exciting things happening for kids at our school.

## 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 September of 2010. 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.

*"Every Child, Every Day"*



## Happy Valley Union School District

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[www.hvesd.org](http://www.hvesd.org)

### Cascade & South County Community Day Schools:

<http://www.cuesd.com/resources/>

[SARC0809/09cnds.pdf](http://www.cuesd.com/resources/SARC0809/09cnds.pdf)



### Mission Statement:

Our Mission is to teach children how to learn. We must succeed in our mission, for tomorrow depends on that success.

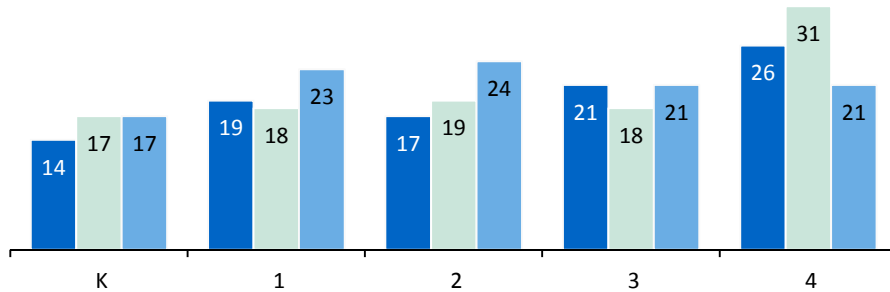
### Our Vision:

We believe that all students can achieve at high levels and it is our responsibility to: Set high expectations, Promote academic rigor and to Improve student engagement in a Safe, Student-centered environment.

**Class Size**

07-08 08-09 09-10

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

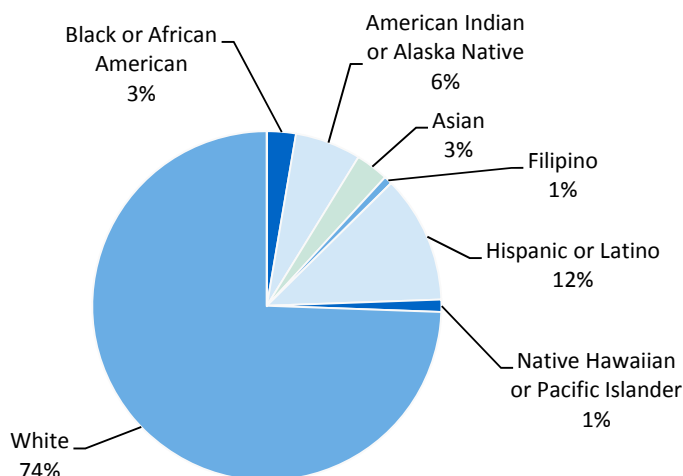


**Class Size Distribution — Number of Classrooms By Size**

Grade	07-08			08-09			09-10		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3			3			3		
1	4			3				2	
2	3			3				2	
3	1	2		4				3	
4		2			2			2	

**Enrollment and Demographics**

The total enrollment at the school was 262 students for the 2009-10 school year.



**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 State Board of Education designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

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

The primary goal of the *Fitnessgram*® is to assist students in establishing lifetime habits of regular physical activity. The table shows the percentage of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

**Percentage of Students Meeting Fitness Standards**

Grade 5	
Four of Six Standards	◇
Five of Six Standards	◇
Six of Six Standards	◇
◇ Data not available from the state at the time of publication.	



### 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 (K-3)	2004
	Glencoe/McGraw-Hill (4-5)	2010
Reading	Houghton Mifflin (K-3)	2004
	Glencoe/McGraw-Hill (4-5)	2010
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

Note: This data was most recently collected and verified in October 2010.

### Availability of Textbooks and Instructional Materials

Happy Valley PS	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

### Parental Involvement

Parental involvement is always welcome. The PTA is very active. This group sponsors fundraisers throughout the year, including the Harvest Festival, book fairs, monthly skating parties, and cookie dough and magazine sales. 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 Sandy Marlar, PTA President, at (530) 357-2134

### 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			
07-08	08-09	09-10	
0.033	0.030	0.038	
Happy Valley USD			
07-08	08-09	09-10	
0.050	0.039	0.055	
Expulsion Rate			
Happy Valley PS			
07-08	08-09	09-10	
0.000	0.000	0.000	
Happy Valley USD			
07-08	08-09	09-10	
0.000	0.000	0.000	

### Availability of Textbooks and Instructional Materials

The table lists the percentage of pupils who lack their own assigned textbooks and instructional materials:



### School Facility Items Inspected

The tables show the results of the school’s most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Structural:** Structural Condition, Roofs
- **Electrical:** Electrical Systems (interior and exterior)
- **External:** Windows/Doors/Gates/ Fences, Playgrounds/School Grounds

### School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			04/28/2010
Date of the Most Recent Completion of the Inspection Form			10/06/2010

**Note:** At the time of this school facility inspection, no deficiencies were found.

### 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 remodeled: electrical, data lines for computers, plumbing, carpets, wall treatments, doors, cupboards, bathrooms and fixtures. All rooms have central air, and the school was recently painted. 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. A custodian is always available to ensure a tidy and well-maintained campus.

The school has a very large playground. It has new playground equipment on the first through fifth 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.

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.

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### School Facilities

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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 2010-11 school year, the District budgeted \$20,000 for the Deferred Maintenance Program. This represents 0.46% of the District's general fund budget.



*“We set high expectations and create a caring environment for all of our students.”*



### 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, mathematics, and science.

Percentage of Students Scoring At Proficient or Advanced Levels

	Happy Valley PS			Happy Valley USD			California		
	07-08	08-09	09-10	07-08	08-09	09-10	07-08	08-09	09-10
English-Language Arts	40%	54%	56%	42%	52%	48%	46%	50%	52%
Mathematics	67%	70%	68%	50%	58%	61%	43%	46%	48%
Science	❖	❖	❖	41%	51%	48%	46%	50%	54%

❖ 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.

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

Percentage of Students Scoring At Proficient or Advanced Levels

Group	Spring 2010 Results		
	English-Language Arts	Mathematics	Science
All Students in the District	48%	61%	48%
All Students at the School	56%	68%	❖
Male	55%	72%	❖
Female	58%	62%	❖
Black or African American	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖
Asian	❖	❖	❖
Filipino	❖	❖	❖
Hispanic or Latino	50%	72%	❖
Native Hawaiian or Pacific Islander	❖	❖	❖
White	59%	71%	❖
Two or More Races	❖	❖	❖
Socioeconomically Disadvantaged	55%	66%	❖
English Learners	❖	❖	❖
Students with Disabilities	46%	57%	❖
Students Receiving Migrant Education Services	❖	❖	❖

❖ 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

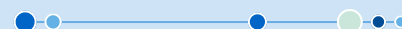
The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, 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 2009 Base is calculated from results of statewide testing in spring 2009 but is released in May 2010). 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 2010 and released in August 2010). Therefore, for the 2009-10 API reporting cycle, the 2009 Base indicator and 2010 Growth indicator are used. To learn more about API, please visit the API information guide at [www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf](http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf) and the API overview guide at [www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf](http://www.cde.ca.gov/ta/ac/ay/documents/overview10.pdf).

### API Ranks

API Ranks — Three Year Comparison			
	2007	2008	2009
Statewide API Rank	6	5	7
Similar Schools API Rank	7	5	9

### API Growth by Student Group

API Growth by Student Group — Three Year Comparison			
Group	Actual API Change		
	07-08	08-09	09-10
All Students at the School	-17	50	7
Black or African American	■	■	■
American Indian or Alaska Native	■	■	■
Asian	■	■	■
Filipino	■	■	■
Hispanic or Latino	■	■	■
Native Hawaiian or Pacific Islander	■	■	■
White	-16	60	7
Two or More Races	■	■	■
Socioeconomically Disadvantaged	-8	57	3
English Learners	■	■	■
Students with Disabilities	■	■	■

■ Data are reported only for numerically significant groups.



### API 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 information is available.

### API Growth by Student Group

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



API Growth by Student Group: 2010 Growth API Comparison

API Growth by Student Group — 2010 Comparison			
Group	2010 Growth API		
	Happy Valley PS	Happy Valley USD	California
All Students	825	784	767
Black or African American	■	■	685
American Indian or Alaska Native	■	■	728
Asian	■	■	889
Filipino	■	■	851
Hispanic or Latino	■	■	715
Native Hawaiian or Pacific Islander	■	■	754
White	834	803	838
Two or More Races	■	■	807
Socioeconomically Disadvantaged	817	775	712
English Learners	■	■	691
Students with Disabilities	■	■	580

■ 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.

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 2010-11 Program Improvement status for the school and district. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).

Federal Intervention Program		
	Happy Valley PS	Happy Valley USD
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%

◇ Not applicable.

API Growth by Student Group: 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, district, and state level.



*“We believe that children should want to come to school each day to learn new things about themselves and the world around them.”*



### Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Happy Valley PS		Happy Valley USD	
<b>Met Overall AYP</b>	No		No	
<b>AYP Criteria</b>	<b>English-Language Arts</b>	<b>Mathematics</b>	<b>English-Language Arts</b>	<b>Mathematics</b>
<b>Participation Rate</b>	Yes	Yes	Yes	Yes
<b>Percent Proficient</b>	No	Yes	No	Yes
<b>API</b>	Yes		Yes	
<b>Graduation Rate</b>	✧		✧	

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

### 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.

### Academic Counselors and School Support Staff

Academic Counselors and School Support Staff	
Academic Counselors	FTE and Ratio
Number of Academic Counselors (FTE)	1.0
Ratio of Students Per Academic Counselor	262:1
Support Staff	FTE
Counselor (Social Behavioral or Career Development)	1.0
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

### 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:

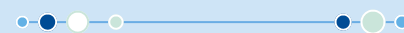
1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2009-10. For more information, visit [www.cde.ca.gov/ta/ac/ay/](http://www.cde.ca.gov/ta/ac/ay/).



### Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).



### Teacher Qualifications

Teacher Credential Information				
	Happy Valley USD	Happy Valley PS		
Teachers	09-10	07-08	08-09	09-10
With Full Credential	28	17	17	15
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		
	08-09	09-10	10-11
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 2009-10 school year. For more information on teacher qualifications related to NCLB, please visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

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%
All Schools in District	100%	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.

✧ Not applicable.

### 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/>.



### 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, targeted instruction as well as student engagement strategies. Our focus is to improve student achievement using data, developing individual plans to support student learning, and monitoring student progress.

For the previous three school years, three days were dedicated to staff and professional development each year. This year, the staff development time will be spread out over the course of the school year, supporting ongoing teacher and student success.



### 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.

District Salary Data		
Category	Happy Valley USD	Similar Sized District
Beginning Teacher Salary	\$38,334	\$38,905
Mid-Range Teacher Salary	\$51,700	\$56,504
Highest Teacher Salary	\$63,468	\$71,750
Average Principal Salary (Elementary School)	\$90,861	\$92,053
Superintendent Salary	⊕	\$111,055
Teacher Salaries — Percent of Budget	33.6%	37.9%
Administrative Salaries — Percent of Budget	6.2%	6.8%

⊕ The Principal and Superintendent are combined as one position for Happy Valley Union SD.

### 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	\$7,496
Expenditures Per Pupil From Restricted Sources	\$2,663
Expenditures Per Pupil From Unrestricted Sources	\$4,833
Annual Average Teacher Salary	\$50,796

### 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	Annual Average Teacher Salary
Happy Valley PS	\$4,833	\$50,796
Happy Valley USD	\$10,257	\$54,466
California	\$5,681	\$57,352
School and District — Percent Difference	-112.2%	-7.2%
School and California — Percent Difference	-17.5%	-12.9%

### Financial Data

The financial data displayed in the SARC is from the 2008-09 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).



### 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)

### School Accountability Report Card

Data in this report are 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 December 2010.

PUBLISHED BY:



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