

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Shayna Peeff

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Happy Valley Elementary School

(As it should appear in the official records)

School Mailing Address 3855 Happy Valley Road

(If address is P.O. Box, also include street address.)

City Lafayette State CA Zip Code+4 (9 digits total) 94549-2406

County Contra Costa County State School Code Number* 07617136003743

Telephone 925-927-3560 Fax 925-284-5973

Web site/URL http://hves-lafsd-ca.schoolloop.com/ E-mail speeff@lafsd.k12.ca.us

Facebook Page

[https://www.facebook.com/pages/Happy-](https://www.facebook.com/pages/Happy-Valley-Elementary-Parents-Club/439581652838634)

Twitter Handle @HVEHuskies Valley-Elementary-Parents-Club/439581652838634 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mrs. Rachel Zinn

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: rzinn@lafsd.k12.ca.us

Other)

District Name Lafayette School District Tel. 925-927-3500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. David Gerson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	10	23
K	54	32	86
1	40	32	72
2	42	50	92
3	37	38	75
4	35	46	81
5	69	51	120
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	290	259	549

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	503
(5) Total transferred students in row (3) divided by total students in row (4)	0.050
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 1 %
8 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Farsi, Vietnamese, Mandarin, Nepali (other non-English), French, Philipino (Tagalog), Cantonese
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 8

Information for Public Schools Only - Data Provided by the State

The state has reported that 19 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %
59 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>5</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>29</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Happy Valley School strives to provide a caring and enriching environment, in which children can grow, embrace learning, and develop as responsible citizens.

PART III – SUMMARY

Happy Valley is home to 550 students in transitional kindergarten through fifth grade. Our school is nestled in the quiet rolling hills located 30 miles east of San Francisco, California in the city of Lafayette, a family-oriented suburban community. We are committed to providing educational experiences that promote the academic, social, emotional, cultural, and physical development of our students. We understand the range of students' skills and challenges, and we strive to provide instruction that is differentiated to meet the needs of each of them. Our students thrive in this enriched learning environment, created and nurtured by committed teachers, support staff, parents, and community.

Happy Valley School was established in 1957. From its inception, our school has been blessed with many educators dedicated to designing and building a learning community for children who will inherit the future. A central theme has resonated in the planning and delivery of academic curriculum and the school's child-centered culture-if we strive to create a school by making decisions that are best for children's minds, hearts, bodies, and spirits, then we cannot go wrong.

Happy Valley School is fortunate to be located geographically in the culturally rich and diverse San Francisco Bay Area. The University of California, Berkeley and the cities of Oakland and San Francisco are short drives away, giving the school and its students rich opportunities for learning. Class field trips bring to life many of the learning standards. A hike up the hill across the street, often an annual primary-upper grade buddy activity, is the Briones Wilderness, which is part of the East Bay Regional Park District. Here's a sampling of what some of our grade levels do: First Grade classes have an annual Spring field trip to Tilden Park in the Berkeley Hills for a docent led nature hike to explore the natural habitat of newts and insects for a research project. The Second Grades visit Semifreddi's Bakery, renowned for its sourdough bread and pastries. This field trip supports the concept of economic literacy and appreciation of the people who work to supply the needs and wants of people in their surrounding communities. Fourth Grades plan an annual field trip to the Oakland Museum to study the art and culture of the indigenous tribes of the East Bay. The easy access to abundant cultural and natural resources provide a wealth of learning experiences for our students that enrich and teach and extend their knowledge beyond the classroom.

Our school's core curriculum strives to build student success through consistent, collaborative teacher staff development workshops and weekly grade level planning time focused on the teaching of critical thinking, the strategies to be a proficient problem solver, and the development of analytical skills-the essence of Common Core Standards. For example, our Transitional Kindergarten focuses on foundational skills such as fine motor skills (cutting, pasting, pencil grips), phonemic awareness such as rhyming, beginning sounds and segmenting and number sense, so that students are prepared for their entrance into kindergarten. Third Grade teachers have refined their literacy practices for teaching their classes by using writer's and reader's workshop models, leveling book collections and by developing writing units in narrative, opinion, and information. Fifth grade has worked closely with math and literacy coaches to align their best practices and delivery of curriculum to ready their students for the transition to middle school. At each grade level, the team of teachers are constantly reflecting and refining the skills that their students need to become successful learners.

Happy Valley teachers are keenly aware of the important role they play in helping each child explore and fully develop his or her potential. Several years ago, a teacher-led initiative framed the process for teachers and support staff (Reading Specialist, Speech, Resource, and Psychology staff) to meet together and talk about entire grade levels in order to best plan for enrichment and support of our students. What began as a teacher evaluation project became the springboard for introducing teachers to the idea of RTI (Response to Intervention). Initially teachers met together at staff meetings to refine the process of how to choose common measures to evaluate students. Teachers now meet as a grade level, three times a year to discuss our students. Academic, social, emotional, and behavioral patterns of students are evaluated. The RTI sessions help teachers schedule pull out learning sessions and ability-based groups. For example, Fourth Grade uses the information from these meetings for three ability-grouped spelling classes. Fifth Grade classes have after school homework help available to students who need it. Second through Fifth Grade offer after school math intervention classes in both the Fall and Spring to help those students identified as needing

additional support through the RTI process. Kindergarten and First grades use the evaluation process to identify young learners who would benefit from extra reading support. Our school psychologist consults with teachers to strategize ways to help students with disruptive behaviors; identified students are provided help with social skills needs or emotional education. RTI records from previous years inform planning for subsequent years. The school is committed to working together to insure student success academic and social-emotional growth.

Happy Valley School embraces the guiding philosophy of putting children at the center of its circle and making decisions on what's best for them. As a school we recognize that academic learning is only a part of going to school. In response to observing a higher level of stress in our students, Parent Club and private donations helped fund the training of many of our staff in the Mindful School program; this has provided teachers with tools to help our students manage conflict and stress. We continue to build students' awareness of their place in their world through building a common book collection in each classroom by using literature focused on the values of kindness and caring. There are so many elements and people who make our school an amazing place to be part of. We are a gifted community, rich in natural resources by location. We have tremendous parent and community support with the many volunteer hours and financial contributions that help fund our music, art, computer, and enrichment programs. Happy Valley School is a place where we continue to innovate and strive together as a teaching and learning community committed to helping build the foundation for our children who will inherit the future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

When students arrive in kindergarten, our school promotes a community of learners. Instruction in English Language Arts in transitional kindergarten and kindergarten begins with a balanced literacy program that includes building phonemic awareness skills such as rhyming, segmenting, and blending sounds, along with a wide variety of teacher read alouds to help model reading and develop student vocabulary and comprehension. Students begin reading in books at their own level, which can be wordless books as well as emerging reader books. Students begin their exposure to writing by making detailed sketches and then adding labels to their pictures and then adding words using sound out strategies. Students develop a stronger foundation in phonics and sight words in the primary grades and learn to read text fluently using a variety of methods including repeated reading in guided reading groups, using the computer based individualized phonics program Lexia, and having students sorting words. Students practice writing on a daily basis through Writers Workshop and confer with teachers to build writing skills. Teachers shift their reading instruction to focus on building critical thinking skills to support students when independently comprehending text as students become more fluent readers. Our reading specialist monitors student progress and provides additional support to students needing more concentrated, small group reading instruction.

Social Studies instruction is often linked to reading and writing work done daily in the classrooms. Teachers try to make social studies come to life by telling history as a story and having students read a variety of nonfiction text, watch videos, take field trips to historical locations and reenact moments in time. Teachers start laying historical background for students using texts from our adopted curriculum from Scott Foresman. They also supplement with articles and current events as well as historical fiction to help students learn more about a time period or a geographical location. Often short clips from reputable sources are used to enhance social studies lessons, such as Huell Howser’s California Gold is used in 4th grade classrooms to help students learn more about different aspects of California history. Students also will take field trips to get a thorough experience and perspective. Our second grade classes go to John Muir’s house to learn about a famous person in history who has made an impact. Teachers also try to have students experience as many hands on activities to make history come alive. For example, in third grade, students participate in Apple Valley Days for three weeks to simulate life as a pioneer in a one-room schoolhouse. Through many different methods, teachers make social studies accessible to all students.

Our transitional kindergartens through fifth grade teachers share a common goal for our students when it comes to math instruction. We want our students to understand why the math works and go beyond learning math procedures to understand the math concepts. Teachers want to have the students make the math work through building and constructing and hands on lessons. Utilizing number talks and debriefing after math workshop, students talk and explain about why the math works. Our final goal is to have students prove that they know why and how the math works. Teachers are frequently assessing students formally and informally to guide their instruction and differentiate for different student needs.

Children are natural born scientists, filled with curiosity and constant questions. Students at Happy Valley Elementary discover that science is a way of learning about what is in the natural world, how it works, and how it got to be the way it is. Our district has begun implementing the new Next Generation Science Standards. These standards foster important skills that children will need in the 21st century. They focus on authentic practices used by scientists and engineers: the use of models, developing explanations, and engaging in argumentation. They learn about asking questions and solving problems. The children experience planning and carrying out investigations, they analyze and interpret data and they record and communicate information. These skills are developed through our science program, which includes engaging in hands-on experiences in the lab plus follow-up sessions in the classrooms. The science labs are inquiry-based. For example, the children observe a person tapping a glass, then singing loudly near it, and then it shatters. Students discuss what they think happened and why. That phenomenon sparks their curiosity and tests their knowledge. It is the starting point for exploring sound waves with slinkies and yards of yarn. The sessions in the classrooms are called Science Literacy and are designed as a collaborative effort

with the classroom teacher who joins in with the conferring and learning piece. The students revisit their data and make sense of it, strengthening the science concepts. Children may read, write, speak and listen during these classroom session, with the goal of building on and deepening their science understanding.

Children from the Transitional Kindergarten through to the Fifth Grade come to the Lab. Each grade also has a follow up Science Literacy session. Physical, Life and Earth and Space Science labs are provided for all the grade levels. Several of the grade levels have an engineering challenge as part of their curriculum.

Science is the subject that complements a child's natural curiosity. They soon begin to realize that it is present in their lives everyday. Getting them interested at the elementary level paves the way to a science literate population.

2. Other Curriculum Areas:

Through our community based education foundation run by parent volunteers, Lafayette Partners in Education (LPIE), our students receive many amazing curricular programs that enhance our general program. LPIE art instructors come to all of our classrooms and provide a series of hands on art lessons that give students an art history education and allow students to create a collection of their own unique art work.

All students at Happy Valley have weekly general music instruction. They learn to read, sing, note, listen and move to music. In addition, our 4th and 5th grade students have an additional hour of music in their choice of band, strings or choral music. There are several music performances through out the school year to promote an appreciation and love for performing as well as being an audience.

Computers on our campus are used as both a learning as well as a productivity tool. We have a computer lab on campus as well as a Computer Specialist. 1st through 5th grade students visit the computer lab weekly and work on a variety of computer skills such as learning about a computer's basic features, working on Word, Excel and Google Documents, blogging, typing and coding. In addition, our campus has several laptop carts that travel to different classrooms. Students learn how to conduct digital research responsibly. Our District Technology Integration Specialist comes to our campus and supports teachers as they integrate technology into their instruction.

Our Physical Education teacher works weekly with our transitional kindergarten through fifth graders. Students engage in a variety of physical activities with our PE teacher, building on skills such as throwing and catching balls, running, and jumping. In addition, teachers incorporate different exercise opportunities throughout the week to help students move their bodies. 4th and 5th grade students have weekly yoga sessions with a certified yoga instructor that focuses on building a growth mindset as well as promoting mindfulness. Fifth grade students receive human growth and development instruction to help them learn about their changing bodies and provide a safe space to discuss concerns or answer questions about puberty.

3. Instructional Methods and Interventions:

Happy Valley has always maintained a consistent commitment to helping each child fully develop his or her academic, emotional and social skills. Teachers embrace this responsibility by observing student progress and communicating with parents. They meet by grade level three times a year for Response to Intervention (RTI) meetings. Afterwards, students that teachers are concerned about, because of their lack of progress, are often discussed through the Student Study Team process. Appropriate supports and interventions have been developed and are implemented as needed.

Within the classroom, teachers differentiate their lessons daily to meet the needs of all their students. Two examples of this are within 1st grade classrooms. Reading workshop is structured so students are reading books at their own levels, and then working in small, differentiated reading groups to support specific skills targeted at their level. Teachers confer one-on-one with students each week about their individual book selections. In 4th grade students have a challenge math group that meets once per week and allows students to go deeper with the concepts they are learning, including more challenging problems. While the challenge group meets, the classroom teacher is able to work on grade level material with the other students, and have

one-on-one time to revisit and reteach concepts to those students who need more support. Many grade levels use Junior Great Books, and numerous grade levels differentiate their spelling program into leveled groups using the Qualitative Spelling Inventory (QSI) to drive instruction. Technology used within classrooms to support learners includes Lexia and Front Row Math.

The following interventions are used to support our student learning. Reading Lab is done within the school day for students referred by their classroom teacher to help with fluency, decoding and comprehension skills. Students meet with the reading specialist in small groups for 30 minutes three to four times per week. Reading Club is an after school reading intervention for 1st, 2nd, and 3rd grade students. Specific skills that are targeted include phonics instruction, reading instruction, and comprehension. Students use computer based programs Read Live, Lexia, and Essential Skills working for 45 minutes three times per week. Do the Math is a before and after school math intervention for 2nd, 3rd, 4th, and 5th grade students. Assessments are given and students are placed at specific levels for their needs, meeting 45 minutes three times per week.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Our API scores have remained consistently above the state target level of 800. All of our subgroups have scored within 10% or less of each other with the exception of students with disabilities. There is a 12.5% gap in scores for this subgroup as compared to the school-wide population. In 2010 there was a 25% gap between the same subgroups. We attribute the closing of this gap to our school-wide Response to Intervention (RTI) program. Teachers meet with support staff and administration in grade level groups three times per year in order to plan the best interventions and support for students. Grade level teams make scheduling decisions and prioritize supports for each class' changing needs. School supports have grown to include math intervention with the Do the Math Program and writing intervention, as well as cross classroom ability grouped instruction. These supports are in addition to an after school Reading Club intervention and reading lab support within the school day. We have worked diligently to fine tune this process to meet the needs of all students.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

At Happy Valley School, classroom teachers use a variety of assessment tools to determine progress and areas for future instruction. District wide assessments have been developed to measure progress toward goals as set forth in the Common Core Standards. Other assessments include, but are not limited to, the Early Literacy Survey, the Early Math Survey, the SRI, the QSI, the ORF, the DAZE, and the DRA. In addition, all teachers use classroom observations as authentic assessments. Results of assessments drive differentiated instruction for students at all stages of academic development, and determine which students may need extra support. Many interventions are offered to these students within the school day, as well as kindergarten intervention, math intervention, and reading club, which are offered outside of school hours.

Support teachers, such as the resource specialist, the reading specialist, math and writing intervention teachers, speech and language therapists, occupational therapists, and school psychologists, administer assessments that focus on students' areas of difficulty or continued growth. For example, the reading specialist administers the DIBELS and the SORT. Special education staff administers standardized assessments such as the WIAT, the WISC, the NEPSY, and others. Careful analysis of the data generated from these assessments helps teachers to accurately tailor instruction to meet the specific needs of students.

Grade level teams meet at least once weekly to collaborate and refine instruction based on assessments. At least three times per year, grade level teachers meet with administrators and support staff as a collaborative team to share assessments, discuss accommodations or modifications offered to specific students, and to share possible intervention ideas. These RTI meetings serve as an important forum for information gathering and goal setting.

Working as a team, Happy Valley staff members use assessments and the data generated to set optimal learning goals for our students.

Part VI School Support

1. School Climate/Culture

Happy Valley is a public school vested in the vitality and welfare of its students and neighborhood. The school culture fosters a sense of community and family. The school's philosophy is founded on nurturing students academically, socially, and emotionally. To increase student learning and achievement in these areas, the school prides itself on promoting social connectedness. These are important habits of learning that encompass all areas of child development.

Academic mindsets and behaviors are promoted by building a learning environment based on acceptance and tolerance. The school enriches its students by incorporating the pillars of character from Character Counts (the framework is centered on universal values including trustworthiness, respect, responsibility, fairness, caring, and citizenship). The staff has selected a set of literature books representing each pillar to be part of our school's curricular and behavior goals that create a climate of safety, respect, and dignity for everyone.

As a learning community for children, our school has embraced a mindful philosophy. Teachers from every grade level have taken an educator's training course from the Mindful School program. We share a common goal of helping our students find balance between academic achievement and social and emotional awareness. Teachers use mindfulness strategies with students to help them deal with conflict and stress in the classroom and on the playground.

Teachers at Happy Valley belong to a rare community of people who value each other as family, sharing common goals and mutual respect, not just for their students, but each other. The collaborative environment plays an essential part in our planning together, problem solving, and communicating what's working.

We are incredibly fortunate to have a parent community that is engaged and supportive of the work we do with their children. The volunteers who help in classrooms and parents who organize the Science Fair, Book Fair, and many other social and academic events are a huge part of our success. The Happy Valley Parent Club, as well as Lafayette Partners in Education (LPIE) and Lafayette Special Education Foundation (SEED) are a community-based education foundations run by parent volunteers to expand the learning opportunities for all of Lafayette's schools. Parents and community members give both volunteer hours and financial contributions and play a significant role in supporting teachers' classroom needs and professional development which ultimately benefit our students' academic, social, and emotional growth.

Our principal is key to creating a positive school environment. She gets to know the teachers as individuals outside of their classrooms. The sense of trust and commitment to creating a positive school environment is evident in her open door policy.

The respect and dignity she models for our school community affirms the caring and valuing of our students, teachers, staff, and community that we all feel when we are at school. The school climate at Happy Valley is where we not only celebrate successes, but share the challenges that are inherent in our profession.

Our principal, teachers, support staff, students, families, and community are key stakeholders in creating an engaging and inclusive school culture. The philosophy that the school and community strive to promote is one of a growth mindset: a love of learning, together with grit and perseverance, is essential to becoming a successful student. Happy Valley School is a positive place to be!

2. Engaging Families and Community

Historically Happy Valley School has been engaged with the community and families since its inception in 1957. The land the school currently resides on was donated by the Cosso family with the intent of building a school to support the children that lived in this neighborhood. The spirit of that gesture lives on today.

Happy Valley is extremely fortunate to have the support of Lafayette Partners In Education (LPIE). LPIE is an education foundation that consists of parent volunteers and supports our schools by funding many important parts of our school. Some of the services LPIE funds are: classroom aides in every class for over 7 hours a week; music instructors; a science teacher and science lab as well as additional instructors that come in and share hands on lessons annually in every grade level; art instructors in every classroom that conduct art lessons almost every other week of the year; and additional social studies enrichment lessons several times through out the year in every grade.

Our school is also strongly supported by Parent's Club who keeps our parents informed with weekly newsletters, a frequently updated Facebook page and several open Parents Club information sessions.

Fourth and fifth grade students attend Brown bag lunches where different people from the community come and talk about different career opportunities. We have been fortunate to have an animator from Pixar as well as a representative from ARF as some of our speakers.

Our school neighbors have also been truly supportive of Happy Valley. For the annual fifth grade simulation of Colonial Day, a family that lives next door to Happy Valley donates the use of their barn. Each year, a fifth grade family who lives close to the school hosts an end of the year goodbye lunch for the outgoing fifth grade families and staff members to celebrate the end of their childrens' time at Happy Valley and to show appreciation to the school for the many memories that have been formed.

Our students also benefit for the thousands of hours a year donated by parent volunteers in all classrooms through out the school. Parents support work in the classroom by working one on one or in small groups with students, helping with prep work, and grading and filing papers. In the library there are weekly parent volunteers for each class. Our hot lunches are coordinated and passed out each day by parent helpers. Before and after school we have many parents assisting with traffic duty. Most field trip transportation and additional supervision comes from parent assistance. Parents run events such as the Book Fair. We are truly fortunate to have such a huge support from our community!

3. Professional Development

Happy Valley School is a long standing leader in professional development. All professional development is teacher driven and reflects current philosophies and researched based practices which impacts our teaching. Our most current math training began with hiring a District math coach over 5 years ago, prior to the implementation of the common core standards. Our math coach worked with all teachers in the District at every grade level individually, in grade level groups at school sites as well as grade levels Districtwide. This math coach support has continued annually and because it encompasses individual coaching in individual classrooms, as well as builds group collaboration with site grade level meetings, teachers have been able to add new elements to their math program each year to continue to improve on their math instruction delivery and build thoughtful practices. Due to this, we feel prepared and confident in our implementation of the math common core standards. Our district has also brought in top trainers from the Teachers' College of Reading and Writing. These full day trainings, paired with the support of our District literacy coaches, have directed and enhanced our writing practices. District literacy coaches meet with all of our teachers three times annually in District grade level meetings to collaborate and articulate about writing instruction and expectations and to build on teacher knowledge about the workshop model. The literacy coaches also come to Happy Valley and work with grade levels and individuals to build and organize classroom libraries, model writing lessons and help teachers plan for different units of study. Second through fifth grade teachers have also been trained in Junior Great Books so that they can develop a balanced literacy program that incorporates meaningful discussions on high interest, high content fiction and nonfiction texts. Last year teachers were offered the opportunity to participate in online Mindfulness training classes, along with a 2.5 day Mindful Schools Curriculum Training, for teachers that wanted to participate. This year many of our teachers are also working with our district Google Certified Technology Integration Coach. This coach has helped teachers utilize technology tools to enhance lessons and to build on technological skills that students need such as word processing skills and digitally responsible research.

We view ourselves as lifelong learners and appreciate the many opportunities we have to continue to learn and grow as educators.

4. School Leadership

Happy Valley School runs on a leadership shared by the staff, students, Parents Club, and the district office and makes decisions keeping students at the center of the circle. The principal works with the staff to create a thoughtful and nurturing environment for all students to learn in. One method in which this is done is through continual discussions at staff meetings about what is working and what needs to be changed for the school to run more effectively. At staff meetings, staff also brainstorms ideas to promote a positive and fun learning environment. Often rules and policies are revisited through out the school year to reflect on how something new is going and if anything different needs to be addressed.

At the beginning of the school year, staff members go over the school rules and policies and discuss if anything needs to be deleted, changed or added. On the first day of school assembly, students are presented with the rules and the school mission that includes promoting demonstrating good character in and out of the classroom.

At the end of September, 5th grade students run for student council positions and are elected by their 4th and 5th grade peers. Monthly the Student Council holds Student Council Meetings with 3rd, 4th and 5th grade classroom representatives where they discuss ideas to enhance student school experiences as well as address student concerns. Monthly school spirit days are developed and promoted. The student Secretary of Community Service organizes and chairs different community outreach projects monthly on campus. Student Council advisors guide our student leaders and raises student concerns with the staff when appropriate.

Happy Valley Parents Club is also an integral partner in our school's leadership team. Parents Club organizes school social events that help promote a strong sense of school community such as the Welcome Back Fall Social, Book Fair, New Family Party, Red Ribbon Week, Read-a-thon, Walk-a-thon and the Spring Barbeque. Their dedicated fundraising efforts enable our school to provide professional development opportunities for our teachers, curriculum and materials for the classrooms, and enrichment experiences for students. Our Parents Club executive board includes a teacher representative as well as the principal and meets monthly to address school needs. They also communicate with parents weekly in an email newsletter as well on Facebook to keep parents connected and to be accessible to all Happy Valley families.

We feel fortunate to be part of a school district with a close family feel. Administrators collaborate weekly with our Superintendent, Curriculum Director, and Director of Special Education to best support our staff and keep our students' best interests in mind. Our district leaders regularly do school visits and help collaboratively guide decision making about topics such as school safety and curriculum.

Every member of our staff plays an integral role at Happy Valley and helps make our school a happy place for students and staff.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	97	96	95	95	93
Advanced	81	83	82	82	73
Number of students tested	96	90	89	61	101
Percent of total students tested	100	100	100	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	93	100	87	50	62
Advanced	62	50	50	33	25
Number of students tested	16	8	8	6	8
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	97	97	92	92
Advanced	78	84	82	79	70
Number of students tested	75	76	69	39	84
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	90	94	96	89	94
Advanced	66	70	75	72	75
Number of students tested	87	84	58	96	58
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	69	87	66	42	71
Advanced	23	75	50	0	28
Number of students tested	13	8	6	7	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	90	93	97	88	93
Advanced	65	69	77	72	73
Number of students tested	73	63	40	77	46
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	94	86	87	88
Advanced	72	75	70	69	61
Number of students tested	87	58	99	58	62
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	81	71	40	16	33
Advanced	54	57	20	16	0
Number of students tested	11	7	5	6	3
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	92	95	84	86	87
Advanced	70	61	67	68	57
Number of students tested	67	41	77	44	49
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	82	87	91	83	84
Advanced	53	49	50	46	52
Number of students tested	96	90	89	62	101
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	68	62	87	33	50
Advanced	43	25	12	16	25
Number of students tested	16	8	8	6	8
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	80	88	89	87	84
Advanced	49	43	49	45	50
Number of students tested	75	76	69	40	84
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	93	96	91	93	91
Advanced	71	83	67	71	67
Number of students tested	87	84	58	96	58
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	69	87	50	42	42
Advanced	30	50	16	28	28
Number of students tested	13	8	6	7	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	95	92	93	89
Advanced	72	79	70	72	63
Number of students tested	73	63	40	77	46
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	95	94	92	89	84
Advanced	65	75	71	69	63
Number of students tested	86	58	98	58	63
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above	90	57	80	50	33
Advanced	36	28	20	16	0
Number of students tested	11	7	5	6	3
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	95	90	88	82
Advanced	62	75	72	70	58
Number of students tested	66	41	77	44	50
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: