

**HAPPY VALLEY SCHOOL DISTRICT  
BOARD OF TRUSTEES  
November 12, 2025  
3:30 pm, Multi-Purpose Room  
Regular Board Meeting  
Agenda**

**A. Approval of Agenda**

**B. Approval of Minutes- Regular Board Meeting, October 8, 2025**

**C. Community Input**

Members of the audience are welcome to address the Board of Trustees at this time during the meeting regarding items not listed on this agenda. The Trustees may ask questions for clarity but cannot take action on those matters, if desired, until such matters are appropriately placed on a future agenda, according to law. Three minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter (Board bylaws 9323).

**D. Board Report**

**E. Superintendent's Report**

**F. Staff Report**

**G. Student Report**

**H. Public Hearing**

1. The Happy Valley Elementary School District (HVESD) gives notice regarding the intent to begin negotiations with the Happy Valley Education Association (HVEA) for a collective bargaining agreement (2026- 2028).

**I. Information Items**

**1. Certification of 2024/2025 Unaudited Actuals**

The Board will receive information regarding the certifying of Happy Valley's 2024/2025 Unaudited Actuals by the Santa Cruz County Office of Education.

**2. Community Foundation of Santa Cruz**

The Board will receive an update regarding the Happy Valley School Foundation Fund through September 30, 2025

**3. CAASPP Scores**

The Board will receive information regarding the 2024/2025 CAASPP Scores.

#### **4. Donation**

The Board will receive information regarding a \$10,000 donation to the Community Foundation.

### **J. Action Items**

#### **1. Acceptance of Proposal to Open Negotiations from Happy Valley Elementary School District (HVESD) to Happy Valley Education Association (HVEA) representing Certificated Bargaining Unit Members for 2026-2028 Initial Contract.**

The Board will consider approval of opening negotiations between the Happy Valley Elementary School District (HVESD) and the Happy Valley Education Association (HVEA)

#### **2. Acceptance of Proposal to Open Negotiations from Happy Valley Education Association (HVEA) representing Certificated Bargaining Unit Members to Happy Valley Elementary School District (HVESD) for 2026-2028 Initial Contract.**

The Board will consider approval of opening negotiations between the Happy Valley Education Association School District (HVEA) and the Happy Valley Elementary School District (HVESD)

#### **3. 2025/2026 LCAP ESSA Federal Addendum**

The Board will consider approval of the 2025/2026 LCAP ESSA Federal Addendum.

#### **4. Heroes of Happy Valley**

The Board will approve a date for Heroes of Happy Valley, discuss Board roles and next steps.

### **K. Consent Items**

1. MOU with Santa Cruz City Schools
2. Approval of vendor warrants paid since the last meeting.

### **L. Communications and Announcements**

1. Nov. 17- 21- Parent Teacher Conferences, Early release K-6th
2. Nov. 19- Parent Club Meeting, 6:30 pm, Via Zoom
3. Nov. 21- Peacebuilder Assembly, 10:45 am, MPR, Theme-Gratitude
4. Nov. 24- 28- No School, Thanksgiving Break
5. Dec. 10- Board Meeting, 3:30 pm, MPR
6. Dec. 17- Parent Club Meeting, 6:30 pm, Via Zoom
7. Dec. 19- Peacebuilder Assembly, 10:45 am, MPR, Theme-Generosity
8. Dec. 22-Jan 2- No School, Winter Break

### **M. Closed Session**

1. Superintendent Goals

### **N. Adjournment**

Happy Valley School District  
Regular Board Meeting  
October 8, 2025  
MINUTES

The meeting was called to order by the Board President at 3:33pm

BOARD MEMBERS PRESENT: Freeman, Willet, Hodges, Frandle, Trotter

BOARD MEMBERS ABSENT: None

STAFF MEMBERS PRESENT: Stewart, Lynd, Doolan

STUDENTS PRESENT: Alissha

A. APPROVAL OF THE AGENDA

MSC FREEMAN/WILLET to approve the Board Meeting agenda as written. Unanimous.

B. APPROVAL OF THE MINUTES

MSC STAHL/FREEMAN to approve the minutes from the Regular Board Meeting September 10, 2025. Unanimous.

C. COMMUNITY INPUT

None.

D. BOARD REPORT

1. Katie Freeman reported that the Gala was wonderful.

E. SUPERINTENDENT'S REPORT

Michelle Stewart informed the Board of the following:

1. Everyone had a great time at the Gala. Huge thank you to everyone for their hard work, especially Katy Lauzier, who was the Gala coordinator.
2. George Purnell was announced as a Hero of Happy Valley at the Gala. A celebration will be planned for early May, with more information coming soon.
3. We have a Garden teacher who is finishing up her paperwork and will hopefully be starting soon.
4. A new counseling intern will be visiting classrooms weekly and available on the playground and pulling small groups when needed. She will be using our PeaceBuilder curriculum.
5. The teachers have begun piloting a new math curriculum. The district will go through a rigorous process to ensure the curriculum is best for all students. Parents will be able to review the curriculum as well. K, 1 and 2 will be using a new screening called Multitudes which will look for risk of reading difficulties.
6. Acknowledgement of the teachers and staff for all of their extra work and support while out on medical leave.

F. STAFF REPORT

Lindsey Doolan informed the Board of the following:

1. TK is using scarves for dancing while working on self control.
2. K/1 is doing a unit on bats.
3. 2nd grade is working on place values and land forms.
4. 3rd grade received their cursive licenses.
5. 4th grade is working on their salt maps.

G. STUDENT REPORT

Alissha informed the Board of the following:

1. At OSS they weighed their leftover food with the goal of less food waste.
2. Dressing fancy was the last spirit day.
3. Starting science next week.

H. INFORMATION ITEMS

1. CONSTRUCTION UPDATE

The Board received an update regarding the student restrooms. Student restrooms are completed and opened to students. A few minor items need to be completed. Thankful to 19Six and JM Construction for all of their hard work.

2. DONATION

The Board received information regarding a \$25k donation made to the school from Happy Valley resident Al Kalil and a \$10k donation from Happy Valley resident and restroom contractor, Jim Edens. Both donations were given to supplement the cost of student restrooms.

I. ACTION ITEMS

1. STUDENT INTERNET SAFETY AGREEMENT

MSC FREEMAN/HODGES to approve confirmation of the CIPA (Children's Internet Protection Act) compliance: Using Lightspeed Relay Filtering through the Santa Cruz County Office of Education, Student Internet Safety Agreement, and Common Sense Media for internet usage. Unanimous.

2. QUARTERLY STATUS REPORT OF UNIFORM COMPLAINT

MSC STAHL/WILLET to approve the Quarterly Uniform Complaint Report under the Williams Legislation, first Quarterly Report 2025-2026 school year. Unanimous.

3. STRATEGIC PLAN

MSC FREEMAN/TROTTER to approve the Happy Valley Strategic Plan with testing changes available by October 9, 2025. Unanimous.

4. BOARD POLICIES

MSC WILLET/FREEMAN to approve the Board Policies and delete BP 3515.4 and AR. Unanimous.

6. SURPLUS ITEMS

MSC FREEMAN/STAHL to approve the following surplus items to be recycled. Unanimous.

1. Broken TV from Room 3
2. Non-working computer cart from Room 1
3. Three old projectors stored in the Tech Office

J. CONSENT AGENDA

MSC FREEMAN/WILLET to approve the following:

1. MOU with SCCOE for IT services. Unanimous.
2. MOU with Scotts Valley Unified School District, Title III. Unanimous.
3. MOU with SCCOE for placement of MSW Intern. Unanimous.
4. Vendor Warrants paid since the last meeting. Unanimous.

K. COMMUNICATION AND ANNOUNCEMENTS

1. October 13, 2025 - No School, Staff Development Day
2. October 15, 2025 - Parent Club Meeting, 6:30pm, Via Zoom
3. October 17, 2025 - Drive for Schools Tickets Due
4. October 20, 2025 - Hearing and Vision Testing, 8:15am, MPR
5. October 24, 2025 - PeaceBuilder Assembly, 10:45am, Stage
6. October 27, 2025 - Picture Day Retakes, 8:30am, Stage
7. October 31, 2025 - Halloween Parade, 11:45am

L. CLOSED SESSION

The Board adjourned into closed session at 4:14pm to discuss Superintendent Goals.

M. REPORT OUT OF CLOSED SESSION

The Board reported out of closed session 4:29pm, nothing to report.

N. ADJOURNMENT

MSC FREEMAN/HODGES to adjourn the meeting, there being no further business, 4:30pm. Unanimous.

pl

# **Public Hearing**

## **November 12, 2025 at 3:30 pm**

### **In the Multi-Purpose Room**

**The Happy Valley Elementary School District**

**gives notice regarding the intent of Happy Valley Education Association (HVEA) to begin negotiations for collective bargaining agreement at the November 12, 2025, Board Meeting which begins at 3:30pm.**



**SANTA CRUZ**  
COUNTY OFFICE OF  
**EDUCATION**  
DR. FARIS SABBABH - SUPERINTENDENT OF SCHOOLS

**BOARD OF EDUCATION**

Mr. Ed Acosta  
Dr. Stacey Kyle  
Mr. Greg Larson  
Ms. Sue Roth  
Mr. Abel Sanchez  
Mr. Bruce Van Allen  
Ms. Rachel Williams

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • [www.santacruzcoe.org](http://www.santacruzcoe.org)

October 15, 2025

Mr. Cliff Hodges  
President, Governing Board  
Happy Valley Elementary School District  
280 Branciforte Ridge  
Santa Cruz, CA 95065

Dear Board President Hodges:

We have reviewed the Happy Valley Elementary School District's 2024-25 Unaudited Actuals and certified the report to the California Department of Education. Enclosed is a copy of the signed Certification for your records.

The district's 2024-25 Unaudited Actuals unrestricted revenues were \$1,435,753 which is an 8.2% increase over Estimated Actuals, mostly due to a reduction of the district's contribution from the unrestricted to the restricted resources. Local Revenue was increased as a result of the Fair Market Value adjustment. It is important to note that the Fair Market Value adjustment is a required year end entry that recognizes unrealized gains and losses of cash on hand, held by the county treasurer's office. Therefore, its impact on the district's ending fund balance and cash of an unrealized gain of \$9,975 should be seen as non-spendable.

The corresponding expenditures were \$1,628,675, which is a 2.4% decrease over Estimated Actuals. Much of the variance is attributable to services and supplies.

The net impact is a decrease to the Unrestricted Ending Fund balance of \$192,922, resulting in a final Unrestricted Ending Fund balance of \$660,475.

If you have any questions, please contact either me at 831-466-5602 or Rebecca Olker at 831-466-5630.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Liann Reyes', with a stylized flourish at the end.

Liann Reyes  
Deputy Superintendent, Business Services  
Santa Cruz County Office of Education

c: Dr. Faris Sabbah, County Superintendent of Schools  
Michelle Stewart, Superintendent and CBO, Happy Valley Elementary School District  
Rebecca Olker, SCCOE Executive Director, Fiscal Services  
Jacob Willet, Board Member, Happy Valley Elementary School District  
Katie Freeman, Board Member, Happy Valley Elementary School District  
Carly Trotter Board Member, Happy Valley Elementary School District  
David Stahl Board Member, Happy Valley Elementary School District



UNAUDITED ACTUAL FINANCIAL REPORT

To the County Superintendent of Schools

2024-25 UNAUDITED ACTUAL FINANCIAL REPORT This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100

Signed   
Clerk / Secretary of the Governing Board  
(Original signature required)

Date of Meeting Sep 10, 2025

Printed Name Michelle Stewart

Title Superintendent/Principal

To the Superintendent of Public Instruction

2024-25 UNAUDITED ACTUAL FINANCIAL REPORT This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100

Signed   
County Superintendent/Designee  
(Original signature required)

Date 10/14/2025

Printed Name Liann Reyes

Title Deputy Superintendent -  
Business Services

For additional information on the unaudited actual reports, please contact

For County Office of Education

Rebecca Olker  
Name  
Executive Director, Fiscal Services  
Title  
(831) 466-5630  
Telephone  
rolker@santacruzcoe.org  
E-mail Address

For School District

Michelle Stewart  
Name  
Superintendent/Principal  
Title  
(831) 429-1456  
Telephone  
mstewart@hvesd.com  
E-mail Address

**S COMMUNITY FOUNDATION**  
**SANTA CRUZ COUNTY**  
*at the Jack & Peggy Baskin Center for Philanthropy*  
 7807 Soquel Drive • Aptos, CA 95003 • 831.662.2000 • www.cfsc.org

**Happy Valley School Foundation Fund - HVSD**

**Fund Type:** Agency Fund

**Date Established:** February 26, 1998

**Investment Pool:** Endowed - Socially Responsible Long Term Pool

**Fund Report for July 01, 2025 – September 30, 2025**

|                                | Current Period<br>7/1/2025 -<br>9/30/2025 | Year To Date<br>1/1/2025 -<br>9/30/2025 |
|--------------------------------|-------------------------------------------|-----------------------------------------|
| <b>Beginning Fund Balance</b>  | <b>\$809,733.18</b>                       | <b>\$781,795.20</b>                     |
| Plus Additions to Fund         |                                           |                                         |
| Earnings/(Losses)              | \$39,551.34                               | \$98,739.22                             |
| <b>Total Income</b>            | <b>\$39,551.34</b>                        | <b>\$98,739.22</b>                      |
| Less Distributions from Fund   |                                           |                                         |
| Distributions for Fund Purpose | \$ 0.00                                   | \$27,380.00                             |
| Foundation Services Fee*       | \$2,042.35                                | \$5,912.25                              |
| <b>Total Expenditures</b>      | <b>\$2,042.35</b>                         | <b>\$33,292.25</b>                      |
| <b>Ending Fund Balance</b>     | <b>\$847,242.17</b>                       | <b>\$847,242.17</b>                     |

\*The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at [hbryant@cfsc.org](mailto:hbryant@cfsc.org) or (831) 662-2065.

Total Fund 57: \$2,005,645.51  
 (including county treasury amt of \$43,333.24)  
 Last quarter total Fund 57 \$1,918,327.74  
 (including county treasury amt of \$42,890.66)



**Happy Valley School Foundation Fund - Donor Gifts - HVSDDG**

**Fund Type:** Designated Fund

**Date Established:** October 30, 2017

**Investment Pool:** Endowed - Socially Responsible Long Term Pool

**Fund Report for July 01, 2025 – September 30, 2025**

|                                | Current Period<br>7/1/2025 –<br>9/30/2025 | Year To Date<br>1/1/2025–<br>9/30/2025 |
|--------------------------------|-------------------------------------------|----------------------------------------|
| <b>Beginning Fund Balance</b>  | <b>\$761,349.55</b>                       | <b>\$734,158.76</b>                    |
| Plus Additions to Fund         |                                           |                                        |
| Earnings/(Losses)              | \$37,188.04                               | \$92,818.24                            |
| <b>Total Income</b>            | <b>\$37,188.04</b>                        | <b>\$92,818.24</b>                     |
| Less Distributions from Fund   |                                           |                                        |
| Distributions for Fund Purpose | \$0.00                                    | \$24,802.00                            |
| Foundation Services Fee*       | \$1,920.32                                | \$5,557.73                             |
| <b>Total Expenditures</b>      | <b>\$1,920.32</b>                         | <b>\$30,359.73</b>                     |
| <b>Ending Fund Balance</b>     | <b>\$796,617.27</b>                       | <b>\$796,617.27</b>                    |

\*The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at [hbryant@cfsc.org](mailto:hbryant@cfsc.org) or (831) 662-2065.



## Happy Valley School Legacy Flex Fund - HVSL

**Fund Type:** Agency Fund

**Date Established:** July 09, 2014

**Investment Pool:** Nonendowed - Socially Responsible Long Term Pool

**Fund Report for July 01, 2025 – September 30, 2025**

|                              | Current Period<br>7/1/2025 –<br>9/30/2025 | Year To Date<br>1/1/2025–<br>9/30/2025 |
|------------------------------|-------------------------------------------|----------------------------------------|
| Beginning Fund Balance       | \$304,354.35                              | \$283,778.24                           |
| Plus Additions to Fund       |                                           |                                        |
| Earnings/(Losses)            | \$14,866.15                               | \$36,883.22                            |
| Total Income                 | <hr/> \$14,866.15                         | <hr/> \$36,883.22                      |
| Less Distributions from Fund |                                           |                                        |
| Foundation Services Fee*     | \$767.67                                  | \$2,208.63                             |
| Total Expenditures           | <hr/> \$767.67                            | <hr/> \$2,208.63                       |
| Ending Fund Balance          | \$318,452.83                              | \$318,452.83                           |

\*The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at [hbryant@cfsc.org](mailto:hbryant@cfsc.org) or (831) 662-2065.

**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum Template**

**School Year**

2025-26

**Date of Board Approval**

11/12/2025

**LEA Name**

Happy Valley Elementary School District

**CDS Code:**

44697576049571

**Link to the LCAP:**

*(optional)*

**For which ESSA programs apply to your  
LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

*(note: This list only includes ESSA programs with LEA plan  
requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

At Happy Valley School District, students are given every opportunity to succeed. It is important to all of the stakeholders that we support the continuum of abilities for all learners, especially our English learners, Economically Disadvantaged, and Special education students. In addition, HVS wants to support and encourage the students who are achieving grade level or above benchmarks by enriching the curriculum as needed. Stakeholder input has driven our LCAP goals to support and enrich all students at HVS which includes K-6 intervention in both math and ELA. Students are identified through benchmark and SST data, as well as enrichment activities for students who are proficient in the subject matter, and instructional materials specifically designed to support differentiation and intervention at all grade levels. HVS has a dedicated RTI program and staff that supports students where needed. The funding for HVS is Basic Aid, local and federal funding. Federal funds are used to supplement LCAP goals. Title II funds are used for professional development which includes Lucy Calkins and TTP (Teaching through problem solving) strategies.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All funding HVS receives is used to provide a seamless program that is driven by LCAP goals. Throughout the LCAP, activities and goals have been written to include all students with equal access. Because HVS is a community funded (Basic Aid) school and only gets supplemental funding, the targeted programs are used for students who are failing to reach benchmarks or assessments. We look at federal dollars as being used to provide the strategic interventions that align with our base program which is funded through state and local funds.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

| ESSA SECTION     | STATE PRIORITY ALIGNMENT      |
|------------------|-------------------------------|
| 1112(b)(1) (A–D) | 1, 2, 4, 7, 8 (as applicable) |

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and

- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|--------------|--------------------------|
| 1112(b)(11)  | 6 (as applicable)        |

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

| ESSA SECTION     | STATE PRIORITY ALIGNMENT |
|------------------|--------------------------|
| 1112(b)(12)(A–B) | 2, 4, 7 (as applicable)  |

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.



## TITLE II, PART A

### Title II, Part A Activities

| ESSA SECTION  | STATE PRIORITY ALIGNMENT         |
|---------------|----------------------------------|
| 2102(b)(2)(A) | 1, 2, 4 ( <i>as applicable</i> ) |

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT      |
|--------------|-------------------------------|
| 3116(b)(3)   | 3, 6 ( <i>as applicable</i> ) |

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

| ESSA SECTION(S) | STATE PRIORITY ALIGNMENT |
|-----------------|--------------------------|
| 1112(b)(4)      | N/A                      |

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Happy Valley reviews demographic data for our students and their teachers carefully to ensure that our classrooms are equitably staffed. While our small, single-school district does not have any student sub-group populations that are significant enough for reporting, on the rare classroom openings that we have, we carefully review applicants along with their credentials and preparation at screening, providing only fully-credentialed teachers for possible interview. Any teacher with a preliminary credential (serving in their first two years in the profession), is provided support services through the SC/SV New Teacher Project to ensure they have research-based support to meet the needs of our students. Our district's evaluation procedures incorporate safeguards to ensure that ineffective teachers are supported, and evaluated by the superintendent/principal, specific action plans and timelines are utilized as part of the evaluation processes.. While we do not have any clusters of low-income and minority students in any classroom, we build our class lists with care to ensure equitable distribution of students. Through the careful review of demographic data for our teachers, applicants and students, we ensure that class lists are built with intentionality to distribute students equitably, carefully screen applicants for required credentials and experience, and ensure that we provide a structured mentoring program for new teachers. These efforts specifically ensure that low-income and minority students are not taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

At Happy Valley teachers are fully credentialed to teach the grade-level or content they are assigned. We would rely on California Schools Dashboard and credential analysis to determine any disparities. For any new teachers (within their first two years), we work with the Santa Cruz New Teacher Project, a local, research-based mentoring program to accelerate the development of our new teachers and improve student learning. If our data review were to reveal that students of need are being disproportionately being served by less experienced, ineffective or out-of-field teachers, we would take the following steps: make any adjustments to class lists that allow for the balancing of such circumstances; provide immediate support to the classroom either through a cooperating teacher or aide specifically trained to support the needs of our low-income and/or minority students; take corrective action with the teacher to ensure support, training, and accountability (for example, peer-assistance, instructional coaching, additional professional learning).

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

| Term                | Definition                                      |
|---------------------|-------------------------------------------------|
| Ineffective teacher | An ineffective teacher is any of the following: |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p> |
| Out-of-field teacher  | <p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005(b))</p>                                                                                                                                                                    |
| Inexperienced Teacher | A teacher who has two or fewer years of teaching experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Minority Student      | A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Low-Income Student    | A student who is eligible to receive Free or Reduced-Price Meals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

See below.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Happy Valley promotes parent and family engagement and continuously seeks the input of all stakeholder groups, especially parents through a variety of means. As a small (111 students), single-school district, we work hard to engage our parents and families through different approaches. Our community engagement includes groups such as our Parent Club and Site Council. Newsletters are distributed regularly by the superintendent/principal, and a comprehensive parent survey is conducted on an annual basis.

Our district website provides a wealth of information for parents and community members and email addresses and phone numbers made available to contact staff members directly. Each year, parent-teacher conferences are held for all TK-6 students. We host several family oriented events including new family orientations, back-to-school night, open house night, work days and festivals and community fundraisers. Happy Valley parents are encouraged and many volunteer or visit classrooms on a regular basis. Key stakeholders were involved in the following activities: review of student attendance and discipline, student performance data from the CAASPP and from local assessments, parent survey data (past and current), student survey data, and program review in multiple settings: Board Meetings, Faculty meetings and School Site Council Meetings. HVESD continued to feature an open and inclusive LCAP development process. All parents/guardians were given the opportunity to complete a comprehensive online school survey during the months of April and May aligned to the LCAP goals which asked for input on the educational program offered by Happy Valley School. Every staff member and student in grades K - 6 took a survey as well. Parent and student survey results informed the LCAP team revisions and updates. All families in the school have the opportunity to review the results of both the parent and student school surveys. We strongly believe in sharing this information with families so that we can work together as a whole community to monitor progress, work on improvements, and celebrate successes. The superintendent/principal discusses the LCAP and gathered input from parents and staff members during School Site Council meetings, and members of the School Site Council review the draft LCAP, providing additional input before it was brought to the school board for approval. Updates, changes, and outcomes are discussed at the school board

hearing and the results of these meetings are shared in the superintendent/principal report to the school board and other school groups.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

See below.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

At the time of initial enrollment and on an on-going basis, the school's office staff works with families to ensure eligible students and families are receiving the appropriate and necessary services for success at school. Our one-school LEA employs direct instructional support and social-emotional support for neglected or delinquent students. The superintendent/principal verifies the enrollment criteria for each student receiving services through individual home visits, and ensures communication with the student's family.

### **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

See below

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our school provides transition support for students as they matriculate from our K-6 elementary school to middle school in neighboring school districts. As part of the transition process, staff work with parents and feeder schools with transition meetings to support the enrollment at the student's new school. In the early spring, our students visit one of the middle schools for an orientation. By conducting the school visit, our students are able to learn about and experience middle school before the new school year. For all of our students receiving support services, we work with their parents and the feeder school staff to conduct transition meetings that allow us to pass off important information about the student's progress, allowing for a seamless transition from our school to the middle school.

**Additional Information Regarding Use of Funds Under this Part**  
**ESSA SECTION 1112(b)(13) (A–B)**

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

n/a



## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Social, Health, and Other Services**  
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Postsecondary and Workforce Partnerships**  
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Parent and Family Involvement**  
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Program Coordination**  
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Probation Officer Coordination**  
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Individualized Education Program Awareness**  
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Alternative Placements**  
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## **TITLE II, PART A**

### **Professional Growth and Improvement**

#### **ESSA SECTION 2102(b)(2)(B)**

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The system of professional growth and improvement at Happy Valley begins with the new teacher induction and two year BTSA through the County Office of Education. For ongoing teachers, there are opportunities for professional development through TTP (Teaching Through Problem Solving), Lucy Calkins Writers and Reader's Workshop and RTI, and are aligned with our LCAP Goals. Staff is involved in planning of LCAP goals and which in turns drives our professional development calendar.

### **Prioritizing Funding**

#### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

##### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title II funding plays a very small role at HVS in the overall percentage of funding allocated to professional development activities. Our funding is directed at increasing teacher competency which is aligned with our LCAP goals. We are currently not identified for CSI or TSI activities but if we were, we would direct our Title II funding and the professional development to meet the needs of addressing our programmatic issues and/or the identified student groups who needed additional support. Each year, we look at our data, develop our LCAP goals and align our funding to assure our teachers are continuously being provided the necessary professional development to meet the needs of our students.

### **Data and Ongoing Consultation to Support Continuous Improvement**

## ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The data that HVS uses to decide Professional Development activities include upcoming adoptions, implementation of new standard based programs, staff input, parent surveys, LCAP development process input, school board and county office of education countywide programs and opportunities. Being a small school, we regularly meet with all of our stakeholders to discuss our priorities, discuss data and make recommendations for the LCAP goals and development. All input is then used to develop LCAP goals which drive our work as our strategic document. As part of the LCAP process we analyze the effectiveness of our activities and make adjustments as necessary going forward. This is part of a continuous cycle of improvement with the entire school community.

## **TITLE III, PART A**

### **Title III Professional Development**

#### **ESSA SECTION 3115(c)(2)**

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Happy Valley has formed a consortium with three other districts in the county that have small numbers of English learners in order to access Title III funds. Scotts Valley Unified School District is the lead LEA for the consortium that also includes San Lorenzo Unified School District and Pacific Elementary School District. Happy Valley partners with the Multilingual Achievement Coordinator at the County Office of Education for professional development for classroom teachers and the Superintendent/Principal that is designed to improve our effectiveness in meeting the needs of English learners. Last year, we focused on content ELD, specifically hiring an intervention teacher who also supports English learners, to help us align our strategies with English Language Development (ELD) standards. The objective was to increase our effectiveness in providing access to the core curriculum and enhance their ability to communicate in English. This was done both at professional development days and continued for sustainability at staff meetings. Going forward, we again plan to focus on the needs of our English Learners by training staff on effective ELD strategies.

### **Enhanced Instructional Opportunities**

#### **ESSA SECTIONS 3115(e)(1) and 3116**

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Immigrant students at Happy Valley are provided additional English Language support on a regular basis. They are seen by a certificated teacher who pulls them individually and in groups. They are also supported within the classroom.

### **Title III Programs and Activities**

#### **ESSA SECTIONS 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - o are focused on English learners and consistent with the purposes of Title III;
  - o enhance the core program; and
  - o are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Effective Programs & Activities:** We do not currently have an adopted ELD curriculum; rather, we use supplemental ELD materials to enhance the ability of ELs to learn English quickly. We have instructional aides in every classroom that provide additional support in ELD in the classroom.

**Stakeholder Input:** Each year, Happy Valley electronically surveys parents on their views of the school. Survey data includes demographic data, so we are able to ensure that diverse groups are included. Analysis of the data leads to changes in the educational program. Teachers discuss the needs of ELs at staff meetings and are responsible for carrying out effective instruction. The needs of all students, including ELs, are addressed at various points during the year at both School Site Council meetings and Board meetings. All of these groups are informed of resources, including our limited allocation of Title III funds, to meet the needs of ELs. Universally, all stakeholders believe that the available funding is woefully inadequate to meet the needs, so our plan always includes strategies that can be implemented without costs.

Happy Valley uses local measures as well as the state ELPAC and CAASPP (both ELA & Math) assessments to determine progress toward learning English and, therefore, the effectiveness of our efforts. Local measures include writing rubrics, reading (varies by grade levels), and an ELD rubric. These are assessed on a trimester basis. Analysis of the achievement data is reviewed at each marking period and adjustments are made accordingly.

**English Proficiency and Academic Achievement**

**ESSA SECTIONS 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

As Happy Valley is a small one-school district, with a small number of English learners, monitoring compliance is easy. Achievement data is reviewed on a frequent basis. Informal observations of each classroom happen several times each week. The Superintendent/Principal holds teachers accountable for meeting the needs of ELs by providing feedback on instructional practices and by meeting to discuss the evolving needs of each EL on an individual basis. The Superintendent/Principal created a standards-based ELD rubric and EL students are evaluated by teachers on this rubric.

each trimester to determine progress toward reclassification. Achievement results are shared with parents each trimester and translation is provided, as necessary.



## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**NOTE:** If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for a well-rounded education?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support for safety and health of students?

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

- o Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022



**Kris Munro**  
Superintendent of  
Schools

**Molly Parks**  
Assistant Superintendent  
Human Resources

**Jim Monreal**  
Assistant Superintendent  
Business Services

**Dorothy Colto**  
Assistant Superintendent  
Educational Services

**SANTA CRUZ CITY SCHOOLS / HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT  
MEMORANDUM OF UNDERSTANDING**

This memorandum of understanding between Santa Cruz City Schools and Happy Valley Elementary School District is meant to cover the time period from October 20, 2025 through June 30, 2026 (inclusive). Santa Cruz City Schools agrees to provide services for [REDACTED] who resides in the Happy Valley Elementary School District attendance area. [REDACTED]

Santa Cruz City Schools will be responsible for providing the following as specified in the student's IEP:

- Specialized Academic Instruction
- Counseling and Guidance
- Individual Counseling
- Occupational Therapy
- Behavior Intervention Services

Happy Valley Elementary School District is responsible for transporting its own students; transportation costs are not included in this agreement. Should this student come to require Intensive Individual Services, the district of residence would be required to contract directly for such service.

The estimated budget for this program for Happy Valley Elementary School District's student is attached. The budget is based on the SELPA Special Education Cost Factors published in March 2023. Program costs are estimated then divided by the number of students enrolled to derive a per-student cost. Pupil support services are estimated then divided by caseload to derive a per-student cost. Santa Cruz City Schools will invoice each participating district according to actual enrollment and the resulting per pupil costs twice yearly. Payment terms will be 30 days from the invoice date.

Dated:

Santa Cruz City Schools  
Superintendent/Designee

  
Happy Valley Elementary School District  
Superintendent/Designee

## ReqPay12d

## Board Report

Checks Dated 10/01/2025 through 10/31/2025

| Check Number | Check Date | Pay to the Order of          | FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM  | Comment                             | Expensed Amount | Check Amount |
|--------------|------------|------------------------------|-----------------------------------|-------------------------------------|-----------------|--------------|
| 1113810      | 10/06/2025 | ACE PORTABLE SERVICES        | 01-0000-0-0000-8100-5600-200-2801 | PORTA POTTIES                       |                 | 1,363.22     |
| 1113811      | 10/06/2025 | AT&T                         | 01-0000-0-0000-2700-5900-200-2801 | PHONE                               | 122.49          |              |
| 1113812      | 10/06/2025 | AT&T                         | 01-0000-0-0000-7200-5900-200-2801 | PHONE                               | 40.83           | 163.32       |
| 1113813      | 10/06/2025 | BETHEL JANITORIAL SERVICE    | 01-0000-0-0000-2700-5900-200-2801 | INTERNET                            |                 | 150.74       |
| 1113814      | 10/06/2025 | HONU INTERVENTION, INC       | 01-0000-0-0000-8100-5524-200-2801 | JANITORIAL SERVICES                 | 3,000.00        |              |
| 1113815      | 10/06/2025 | LAKESHORE LEARNING MATERIALS | 01-2600-0-0000-8100-5524-200-0000 | JANITORIAL SERVICES                 | 1,000.00        | 4,000.00     |
| 1113816      | 10/06/2025 | OHLSEN FOODS                 | 01-6500-0-5760-1190-5100-200-1304 | LO SPED AIDE                        |                 | 2,567.95     |
| 1113817      | 10/06/2025 | SANTA CRUZ COUNTY PARKS DEPT | 01-9009-0-1110-1000-4300-200-RM04 | ROOM 4 MATERIALS AND SUPPLIES       |                 | 28.87        |
| 1113818      | 10/06/2025 | SC SYSTEMS INC               | 01-0000-0-0000-3700-5800-200-3007 | SEPT LUNCHES                        |                 | 1,884.00     |
| 1113819      | 10/06/2025 | SISC 3                       | 01-0000-0-0000-7200-5800-200-2801 | COUNTY PARKS PARCEL TAX             |                 | 8.50         |
| 1113820      | 10/06/2025 | STAPLES                      | 01-0000-0-0000-8100-5800-200-2801 | FIRE ALARM MONITORING               |                 | 105.00       |
| 1113821      | 10/06/2025 | US BANK                      | 01- -- - -9514- -OCTOBER MEDICAL  |                                     |                 | 9,910.00     |
| 1113822      | 10/06/2025 | XEROX CORPORATION            | 01-1100-0-0000-2700-4350-200-3000 | OFFICE SUPPLIES                     | 184.84          |              |
| 1114478      | 10/13/2025 | 19six Architects             | 01-1100-0-0000-7200-4350-200-3000 | OFFICE SUPPLIES                     | 61.61           | 246.45       |
|              |            |                              | 01-0084-0-1110-1000-4300-200-0000 | PARCECEL COMP CART, ART, JANITORIAL | 427.03          |              |
|              |            |                              | 01-1100-0-0000-8100-4350-200-3000 | PARCECEL COMP CART, ART, JANITORIAL | 29.15           |              |
|              |            |                              | 01-2600-0-0000-8100-4350-200-0000 | PARCECEL COMP CART, ART, JANITORIAL | 9.71            |              |
|              |            |                              | 01-9009-0-1110-1000-4300-200-MURT | PARCECEL COMP CART, ART, JANITORIAL | 27.36           | 493.25       |
|              |            |                              | 01-1100-0-0000-7100-5600-200-3000 | COPIER LEASE AND USAGE              | 48.53           |              |
|              |            |                              | 01-1100-0-0000-7200-5600-200-3000 | COPIER LEASE AND USAGE              | 12.13           |              |
|              |            |                              | 01-1100-0-1110-1000-5600-200-3000 | COPIER LEASE AND USAGE              | 181.99          | 242.65       |
|              |            |                              | 01-0000-0-0000-8100-5800-200-BTRM | RESTROOM ARCH                       |                 | 2,550.00     |

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved

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|--------------|------------|--------------------------------|-----------------------------------|-----------------------------------------|-----------------|--------------|
| 1114479      | 10/13/2025 | DeMeyer-Guyer, Sarah E         | 01-9009-0-1110-1000-4300-200-MURT | REIMBURSE ART MATERIALS AND SUPPLIES    |                 | 12.45        |
| 1114480      | 10/13/2025 | Doolan, Lindsey A              | 01-9009-0-1110-1000-4300-RM03     | REIMBURSE ROOM 3 MATERIALS AND SUPPLIES |                 | 57.01        |
| 1114481      | 10/13/2025 | EMPLOYMENT DEVELOPMENT DEPT    | 01- - - - -9515- -3RD QUARTER SUI |                                         |                 | 110.64       |
| 1114482      | 10/13/2025 | ESSENTIAL OPERATIONS INC       | 01-0000-0-0000-8100-5800-200-2801 | SEMI ANNUAL SEPTIC                      |                 | 425.00       |
| 1114483      | 10/13/2025 | Hannah, Sophie R               | 01-9009-0-1110-1000-4300-200-RM06 | REIMBURSE ROOM 6 MATERIALS AND SUPPLIES |                 | 80.08        |
| 1114484      | 10/13/2025 | Ruwe, Carey L                  | 01-9009-0-1110-1000-4300-200-RM04 | REIMBURSE ROOM 4 MATERIALS AND SUPPLIES |                 | 150.83       |
| 1114485      | 10/13/2025 | STAPLES                        | 01-9009-0-1110-1000-4300-200-RM01 | ROOM 1 MATERIALS AND SUPPLIES           |                 | 19.62        |
| 1114486      | 10/13/2025 | XEROX CORPORATION              | 01-1100-0-0000-7100-5600-200-3000 | COPIER LEASE AND USAGE                  | 43.22           |              |
|              |            |                                | 01-1100-0-0000-7200-5600-200-3000 | COPIER LEASE AND USAGE                  | 10.81           |              |
|              |            |                                | 01-1100-0-1110-1000-5600-200-3000 | COPIER LEASE AND USAGE                  | 162.09          | 216.12       |
| 1115350      | 10/20/2025 | BLOOM PEDIATRIC OT             | 01-6500-0-5760-3140-5800-200-1304 | SPED OT                                 |                 | 1,575.00     |
| 1115351      | 10/20/2025 | CLASS LEASING, LLC             | 01-0000-0-0000-8500-6600-200-BTRM | BATHROOM LEASE #3                       |                 | 2,923.17     |
| 1115352      | 10/20/2025 | GREENWASTE RECOVERY INC        | 01-0000-0-0000-8100-5523-200-2801 | GARBAGE                                 |                 | 607.23       |
| 1115353      | 10/20/2025 | RODONI FARM FRESH PRODUCE, LLC | 01-9009-0-1110-1000-5808-200-RM04 | RM 4 AND RM 6 FIELD TRIP                | 160.00          |              |
|              |            |                                | 01-9009-0-1110-1000-5808-200-RM06 | RM 4 AND RM 6 FIELD TRIP                | 168.00          | 328.00       |
| 1115354      | 10/20/2025 | SPROUTS SC                     | 01-2600-0-1110-1000-5800-200-0000 | AFTER SCHOOL ENRICHMENT SEPT            |                 | 2,200.00     |
| 1115355      | 10/20/2025 | STAPLES                        | 01-9009-0-1110-1000-4300-200-RM01 | RM01 MATERIALS AND SUPPLIES             | 111.13          |              |
|              |            |                                | 01-9009-0-1110-1000-4300-200-RM02 | RM02 MATERIALS AND SUPPLIES             | 78.33           | 189.46       |
| 1115356      | 10/20/2025 | Stewart, Michelle A            | 01-4035-0-1110-1000-4300-200-2356 | REIMBURSE PD                            |                 | 105.89       |

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|--------------------------------------------------------------|------------|----------------------------|-----------------------------------|-----------------------------------------|-----------------|--------------|
| Check Number                                                 | Check Date | Pay to the Order of        | FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMMM | Comment                                 | Expensed Amount | Check Amount |
| 1115357                                                      | 10/20/2025 | Willett, Kara E            | 01-9009-0-1110-1000-4300-200-RM02 | REIMBURSE ROOM 2 MATERIALS AND SUPPLIES |                 | 12.03        |
| 1115965                                                      | 10/27/2025 | AA SAFE & SECURITY CO.     | 01-0000-0-0000-8100-5800-200-BTRM | KEY/CYLINDER BATHROOMS                  |                 | 515.76       |
| 1115966                                                      | 10/27/2025 | Adams, Amanda              | 01-9009-0-1110-1000-4300-200-OPLL | REIMBURSE GARDEN MATERIALS AND SUPPLIES |                 | 95.59        |
| 1115967                                                      | 10/27/2025 | BOGDAN, REBECCA            | 01-0000-0-1110-3140-5800-200-2801 | VISION AND HEARING SCREENING            |                 | 225.00       |
| 1115968                                                      | 10/27/2025 | FLIESLER, ANNE             | 01-0000-0-1110-3140-5800-200-2801 | VISION AND HEARING SCREENING            |                 | 225.00       |
| 1115969                                                      | 10/27/2025 | Friends of Olympia Station | 01-9009-0-1110-1000-5808-200-RM01 | ROOM 1 FIELD TRIP                       |                 | 64.00        |
| 1115970                                                      | 10/27/2025 | PACIFIC GAS & ELECTRIC     | 01-0000-0-0000-8100-5511-200-2801 | ELECTRIC TRUE UP                        | 2,361.13        |              |
| 1115971                                                      | 10/27/2025 | STAPLES                    | STREET LIGHT                      |                                         | 10.36           |              |
|                                                              |            |                            | ELECTRIC TRUE UP                  |                                         | 787.04          | 3,158.53     |
|                                                              |            |                            | JANITORIAL SUPPLIES               |                                         | 156.09          |              |
|                                                              |            |                            | JANITORIAL SUPPLIES               |                                         | 52.03           |              |
| 01-9009-0-1110-1000-4300-200-MURT ART MATERIALS AND SUPPLIES |            |                            |                                   |                                         | 77.54           | 285.66       |
| Total Number of Checks                                       |            |                            |                                   |                                         | 37              | 37,296.02    |

## Fund Recap

| Fund                      | Description  | Check Count | Expensed Amount  |
|---------------------------|--------------|-------------|------------------|
| 01                        | GENERAL FUND | 37          | 37,296.02        |
| Total Number of Checks    |              | 37          | 37,296.02        |
| Less Unpaid Tax Liability |              |             | .00              |
| Net (Check Amount)        |              |             | <u>37,296.02</u> |

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