

**HAPPY VALLEY SCHOOL DISTRICT
BOARD OF TRUSTEES
February 10, 2021
3:30pm, Regular Board Meeting
Via Zoom**

A. Approval of Agenda

B. Approval of Minutes- Regular Board Meeting, December 14, 2020
Special Board Meeting, February 4, 2021

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. Staff Report

E. Board Report

F. Superintendent Report

G. Information Items

1. 2020/2021 First Interim Financial Report from Santa Cruz County Office of Education

The Board will receive information regarding the positive certification of the 2020-2021 First Interim Financial Report.

2. Endowment Fund

The Board will receive an update regarding the gift from the Dean Barnes Trust to the Endowment Fund.

3. CLASSES- Classroom Learning and Safe Schools for Employees and Students

The Board will receive information regarding Classroom Learning and Safe Schools for Employees and Students- A Pathway to Bringing Students Back to School.

4. Letter to Gail Newell on behalf of all district teachers

The Board will receive a copy of a letter to Gail Newell on behalf of all district teachers.

5. Community Foundation of Santa Cruz

The Board will receive an update regarding the Happy Valley School Foundation Fund through September 30, 2020.

6. AssetWorks Appraisal

The Board will receive a copy of the appraisal reports from AssetWorks LLC.

H. Action Items

1. 2020/2021 Comprehensive School Safety Plan

The Board will consider approval of the 2020/2021 Comprehensive School Safety Plan, Part I-Public Components.

2. 2021/2022 School Calendar

The Board will consider approval of the 2021/2022 School Calendar.

3. Quarterly Status Report and Uniform Complaint related to the Williams Settlement

The Board will receive and approve the quarterly status report on uniform complaints related to the Williams Settlement.

4. Board Policy Update

The Board will receive information regarding board policy updates and will consider the approval of these.

I. Consent Items

1. The Board will consider approval of vendor warrants paid since the last meeting.
2. 2019-2020 School Accountability Report Card-SARC

J. Closed Session

The Board will consider approval of the 2020/2021 Comprehensive School Safety Plan, Part II-Internal Components.

K. Communications and Announcements

Feb. 15- No School, Presidents' Holiday
Mar. 10- Board Meeting, 3:30pm, via Zoom
Mar. 19- Staff Development Day
Mar.29-Apr. 2- No School, Spring Break

L. Adjournment

HAPPY VALLEY SCHOOL DISTRICT
Regular Board Meeting
December 14, 2020
MINUTES

The meeting was called to order by the president at 3:04pm

BOARD MEMBERS PRESENT: Frandle, Freeman, Willet, Jolliffe, Click Richardson

BOARD MEMBERS ABSENT: None

STAFF MEMBERS PRESENT: McKinny, Lynd, DeMeyer-Guyer

COMMUNITY MEMBERS PRESENT: Tim Taylor, Corrie Pelc, Megan Tresham

A. CLOSED SESSION

The Board adjourned into closed session at 3:05pm to discuss the results of the interviews and survey of the Superintendent search by Tim Taylor of SSDA.

B. REPORT OUT OF CLOSED SESSION

The Board reported out of closed session at 3:33pm. Superintendent search survey and interview results will be presented by Tim Taylor of SSDA during community input.

C. APPROVAL OF AGENDA

MSC JOLLIFFE/CLICK RICHARDSON to approve the Board Meeting agenda as written. Unanimous.

D. APPROVAL OF MINUTES

MSC WILLET/JOLLIFFE to approve the minutes from the Regular Board Meeting November 4, 2020. Unanimous.

E. COMMUNITY INPUT

Tim Taylor from SSDA reported on the following regarding the Superintendent search:

1. The interview process will consist of paper screening, first round interviews with 15-16 questions and second round interviews during a closed session Board meeting, with the top two to four candidates.
2. The report to the community was based on staff and Board interviews and approximately 40 surveys from the community.
3. Leadership of a small district requires a Superintendent who understands the uniqueness of this small, special community.
4. The biggest job for the Board will be to find a long term, committed leader.

F. BOARD REPORT

1. Nothing to report.

G. SUPERINTENDENT'S REPORT

Michelle McKinny informed the Board of the following:

1. Entire staff is working hard during distance learning.
2. Teachers are now allowed to work from home from Thanksgiving to Winter Break.
3. It is up to staff at this time if they want to see one on ones and small groups depending on their comfort level.
4. After Winter Break and once we are back in red for two weeks, the pressure will be to open in hybrid. Looks like the soonest this would happen is March.

H. STAFF REPORT

Sarah DeMeyer-Guyer informed the Board of the following:

1. Kindergarten: fantastic year, weekly projects and amazing families.
2. 1st grade: math unit on measuring, family project and zoom one on ones for this month.
3. 2nd grade: collaborative mural project and differentiated small groups.
4. 3rd grade: rounding unit, problem solving, life and animal unit in science, nonfiction and projects on Flip Grid.
5. 4th and 5th: virtual science field trip to see the kelp forest and art zooms.
6. 5th and 6th: US government and election process, art and novels.

I. PUBLIC HEARING

1. 2019-2020 DEVELOPER FEE CERTIFICATION
MSC WILLET/FRANDLE to close the meeting for Public Hearing at 4:01pm allowing for comment on the need for continued collection of Developer Fees. Unanimous.
MSC FRANDLE/WILLET to reopen the meeting at 4:02pm there being no public comment. Unanimous.
2. BUDGET OVERVIEW FOR PARENTS
MSC FRANDLE/WILLET to close the meeting for Public Hearing at 4:03pm allowing for comment on the Budget Overview for Parents. Unanimous.
MSC WILLET/FRANDLE to reopen the meeting at 4:05pm there being no public comment. Unanimous.

J. INFORMATION ITEMS

1. LETTER REGARDING 2020-2021 LEARNING CONTINUITY AND ATTENDANCE PLAN
The Board received a letter from the County Office of Education regarding the review of Happy Valley's 2020-2021 Learning Continuity and Attendance Plan.
2. MEMORANDUM OF UNDERSTANDING
The Board received information regarding a Memorandum of Understanding between Happy Valley Elementary School District and Soquel Union Elementary School District.
3. PROPERTY TAX COMPARISON
The Board received information regarding property tax comparisons. Our property taxes were greater than three percent.
4. COMMUNITY LETTER
The Board received a copy of the community letter regarding School Implication for a New California Stay at Home Order.

K. ACTION ITEMS

1. BOARD OF TRUSTEES ORGANIZATION BUSINESS
 - a. MSC WILLET/FREEMAN to elect Kyle Frandle Board President. Unanimous.
 - b. MSC FREEMAN/FRANDLE to elect Jacob Willet Board Clerk. Unanimous.
 - c. MSC JOLLIFFE/FREEMAN to appoint Michelle McKinny Board Secretary. Unanimous.
2. 2019-2020 DEVELOPER FEE CERTIFICATION
MSC WILLET/FREEMAN to approve the 2019-2020 Developer Fee Certification and the need for continued collection of developer fees. Unanimous.
3. BUDGET OVERVIEW FOR PARENTS
MSC FREEMAN/JOLLIFFE to approve the Budget Overview for Parents. Unanimous.
4. FIRST INTERIM BUDGET REPORT – DISTRICT CERTIFICATION
MSC FREEMAN/JOLLIFFE to approve the Happy Valley Elementary School District's positive certification that it is able to meet its financial obligations for the remainder of the 2020-2021 budget year. Unanimous.
5. AUDIT CERTIFICATION
MSC FREEMAN/WILLET to accept the 2019/2020 audit as presented. Unanimous.
6. BOARD POLICY UPDATE
MSC JOLLIFFE/FRANDLE to approve the Board policy updates. Unanimous.
7. SCHOOL FACILITY PROGRAM AUDIT
MSC WILLET/FREEMAN to approve the School Facility Program Proposition 51 Modernization Fund Financial Hardship Rehabilitation Performance Audit. Unanimous.

L. CONSENT ITEMS

- MSC FREEMAN/CLICK RICHARDSON to approve the vendor warrants paid since the last meeting. Unanimous.

M. COMMUNICATION AND ANNOUNCEMENTS

1. December 21, 2020 – January 1, 2021 – No School, Winter Break
2. January 27, 2021 – Special Board Meeting, 3:30pm, Via Zoom

N. ADMOURNMENT

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

HAPPY VALLEY SCHOOL DISTRICT
Special Board Meeting
February 4, 2021
MINUTES

The meeting was called to order by the president at 3:30pm

BOARD MEMBERS PRESENT: Frandle, Freeman, Willet, Jolliffe, Click Richardson

STAFF MEMBERS PRESENT: Lynd

COMMUNITY MEMBERS PRESENT: Tim Taylor from SSDA, Michelle Stewart

A. APPROVAL OF AGENDA

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

B. COMMUNITY INPUT

Tim Taylor from SSDA thanked the Board for all of their hard work during the search for Superintendent/Principal.

C. CLOSED PERSONNEL SESSION - EMPLOYMENT

1. The meeting was closed at 3:35pm to consider approval of the certificated contract for the new Happy Valley Elementary School District Superintendent/Principal position for the 2021-2022 school year.

D. REPORTING OUT OF CLOSED SESSION

1. MSC FREEMAN/WILLET to approve the Superintendent/Principal contract for 2021-2022. Unanimous.
2. Board President Kyle Frandle welcomed Michelle Stewart as the new Superintendent/Principal for the 2021-2022 school year.

E. ADJOURNMENT

1. MSC FREEMAN/WILLET to adjourn the meeting, there being no further business, 3:49pm. Unanimous.

/pl



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAAH • SUPERINTENDENT OF SCHOOLS

BOARD OF EDUCATION

Mr. Ed Acosta
Ms. Rose Filicetti
Ms. Sandra Nichols
Ms. Sue Roth
Mr. Abel Sanchez
Mr. Bruce Van Allen
Ms. Alyssa Wall

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

January 15, 2021

Kyle Frandle
President, Governing Board
Happy Valley Elementary School District
101 Happy Valley Road
Santa Cruz, CA 95065

Re: Review of the 2020-21 First Interim Financial Report for the Happy Valley Elementary School District

Dear Mr. Frandle:

In accordance with Education Code Section 42131, the Santa Cruz County Office of Education has reviewed the First Interim Financial Report for the Happy Valley Elementary School District for fiscal year 2020-21. The Education Code requires that the County Superintendent review the district Interim Report and concur or not concur with the district certification of the financial status based on the following:

- Determine whether the financial report complies with the standards and criteria established pursuant to Education Code Section 33127.
- Determine whether the Interim Report indicates that the district will be able to meet its financial obligations during the current fiscal year and subsequent two fiscal years.

Based upon our review at this time, we concur with the **POSITIVE** certification for the 2020-21 First Interim Financial Report for the Happy Valley Elementary School District.

It is advised that the Board review in open session the documentation attached to this letter, including the specific comments and recommendations, as they are an integral part of the County Office of Education's response to the district's 1st Interim report. In addition, these materials are meant to augment the understanding of your financial report and promote further dialogue of specific issues at the board level.

The budget is a dynamic document that reflects the Governing Board's plan for receipt of revenues and utilization of expenditures to meet the goals and financial obligations of the school district in the coming year, based on the information known to the district and board at the time of approval. To ensure that the budget continues to reflect that plan, the district must, at minimum, take the following items into consideration:

- Average Daily Attendance (ADA) & Enrollment Projections
- Revenue and Expenditure Projections/Deficit spending
- Negotiations Status
- Long Term Debt
- Reserves
- Cash Flow
- Property Tax Revenues
- Other district-specific items

On December 27, 2020, a second Federal stimulus package was passed. The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) provides \$6.8 billion to California K-12 education to further support learning efforts during the pandemic. This money will be distributed based on Title I allocations, therefore not all districts will qualify for the funding.

The Governor's proposed budget is the first budget projection for the 2021-22 fiscal year and, due to the pandemic, much has changed in the world economy. When planning for the 2021-22 budget year, it is highly recommended the district budget extremely conservatively. In addition, it is important to remember, for cash flow purposes, that property tax revenue is distributed only twice per year. All districts need to understand the urgency of managing cash under these extraordinary conditions. Governor Newsom's proposed 2021-22 budget provides State programs funded outside of the LCFF with a 1.5% COLA for the 2021-22 fiscal year. In addition, the Governor's proposed State Budget does not provide any new relief in STRS and PERS rates. The budget proposes a partial pay down of the 2021-22 deferrals leaving the June 2022 deferral in effect to be paid in July 2022. The repayment schedule for the deferrals for February - June, 2020-21 has not changed and will still be repaid from July - November, 2021. Basic Aid districts will experience these cash deferrals for their hold harmless funding.

The district must continue to maintain positive fund balances with an emphasis on cash, keeping stakeholders informed and maintaining a good working relationship with labor unions. A focus on adequate reserves, especially cash reserves, is important even when pressures on the budget mount. Absent adequate budget and cash reserves, the district would be left with cost reductions as the only solution when revenues decrease or expenditures increase beyond current projected levels. Cash reserves are even more important for Basic Aid districts. In looking to the future, there are many significant issues that school districts must be prepared to address. Some of these concerns and pressures for the future include: uncertain impacts to property tax revenues, negotiations, health and welfare benefit cost increases, increasing costs for Special Education programs and potential delays in cash distribution. As a reminder, fiscal year 2021-22 is the start of a three year cycle of the Local Control Accountability Plan (LCAP). The district should keep this in mind by aligning the budgets with LCAP priorities. In moving forward, it is critical to be proactive, understand and monitor all of these challenges when preparing future year budgets.

If you have any questions or concerns, please feel free to contact me at 466-5602.

Sincerely,



Liann Reyes
Deputy Superintendent, Business Services

LR/lk

cc: Dr. Faris Sabbah, County Superintendent of Schools
Michelle McKinny, Superintendent, Happy Valley Elementary School District
Rebecca Olker, SCCOE Senior Director, Fiscal Services

REVIEW AND APPROVAL OF FISCAL YEAR 2020-21 1ST INTERIM REPORT

TO THE GOVERNING BOARD: Happy Valley Elementary School District

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

In accordance with the provisions of Education Code Section 42131, this office has completed a review of the **FIRST INTERIM** report for your district. A report on that review follows.

1. TYPE OF APPROVAL

- ☒ The Interim budget has been certified as **POSITIVE**.
Based on current projections, this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ☐ The Interim budget has been certified as **Qualified**.
Based on current projections, this district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ☐ The interim budget has been certified as **Negative**.
Based on current projections, this district will be unable to meet its financial obligations for the remainder of the fiscal year or for the subsequent fiscal year.

2. GENERAL FUND BALANCES / RESERVES

We have made the following computation of budget year reserves based upon updated prior year information.

Adjustments made after this date could further impact the projected ending reserve fund balance.

		Unrestricted	Restricted
Beginning fund balance per unaudited actuals:		\$1,078,013	\$96,720
Projected Increase/decrease in fund balance per Interim:		(\$36,861)	(\$6,181)
Ending fund balance per Interim:		\$1,041,152	\$90,539
State required unrestricted reserves:	\$78,074		
District Reserves for Economic Uncertainty (9789) Fund 01:			
District Reserves for Economic Uncertainty (9789) Fund 17:		\$78,074	
REU percentage per state criteria and standards:	5.00%		
District REU percentage per Interim:	5.00%		
Restricted funds (9780/9740):			\$90,539
Other unrestricted nonspendable, assigned and committed funds:		\$8,113	
Unassigned funds (9790):		\$1,033,039	

REVIEW AND APPROVAL OF FISCAL YEAR 2020-21 1ST INTERIM REPORT

Happy Valley Elementary School District

Page 2

3. STATEWIDE CRITERIA AND STANDARDS (Ed. Code 33127)

We have reviewed your board Interim report evaluation based upon state mandated budget criteria and standards for fiscal stability, including narrative(s), if any.

- ☒ We accept your Summary Review Document calculations as complete and narrative(s) as reasonable.
- ☐ We have made recalculations based upon updated information for the prior fiscal year. See attached.
- ☐ We were unable to base our evaluation on the criteria and standards, as the information was not completed. The district provided no narratives.

4. RECOMMENDATION AND TECHNICAL CORRECTIONS

A. Unrestricted Reserves Available through the Multi-Year Projections

- ☒ Appear to be adequate (as recalculated).
- ☐ Are below state recommended levels for your size district (See Section 5, below).
Level: 5% of budgeted expenditures or: \$71,000, whichever is greater.

B. Revenue and Expenditures through the Multi-Year Projections

- ☐ The revenue appears to be overstated (see Section 5, below).
- ☐ The total expenditures appear to be understated (see Section 5, below).
- ☒ The proposed expenditures and transfers out exceed the estimated total revenue.
- ☒ Total available reserves appear adequate to offset this condition.
- ☐ Total available reserves do not appear adequate to offset this condition, (see Section 5, below).

C. ADA: We recommend budgeting no more Local Control Funding Formula (LCFF) funding than the state guarantee (prior year ADA).

The average daily attendance upon which this budget is based: 109.4

- ☒ ADA budgeted represents the state guaranteed level of ADA LCFF funding.
Since the district is Basic Aid, this item is not relevant.
- ☐ With our prior concurrence, this level of ADA is above the state guaranteed level of LCFF funding by _____ ADA. **Actual ADA should be monitored closely.**
- ☐ This level of ADA exceeds the state guaranteed level of LCFF by _____ ADA

D. Other Recommendations

- ☒ See Section 5 for details.

REVIEW AND APPROVAL OF FISCAL YEAR 2020-21 1ST INTERIM REPORT

Happy Valley Elementary School District

Page 3

E. Technical Corrections

☐

Other technical corrections have been noted in our review as explained in Section 5, below.

5. DESCRIPTION OF RECOMMENDATIONS AND TECHNICAL CORRECTIONS

SECTION & COMMENT NUMBER	DESCRIPTION
B-1	The district is projecting to deficit spend in the unrestricted resources by \$36,861 in the current year, by \$12,866 in 2021-22 and by \$10,647 in 2022-23. The district has adequate reserves for this level of deficit spending but should take care to ensure the deficit is not structural.
C-1	The district is projecting that enrollment will decline by 8 in the current year and remain flat in 2021-22 and 2022-23. The district is still projecting to be Basic Aid so this decrease in enrollment will not result in a change in Local Control Funding Formula (LCFF) Funding.
D-1	The district is projecting to receive \$52,272 annually from the approved parcel tax. The district is in the third of the six year parcel tax authorization, which is set to expire in fiscal year 2024-25.
D-2	According to the district's criteria & standards document, the unrestricted salary and benefits ratio as compared to total unrestricted expenditures is projected at 81.5% in the current year, 83.9% in 2021-22 and 84.0% in 2022-23.
D-3	In 2020-21, the district's certificated employees formed the Happy Valley Education Association bargaining unit. The district has settled with this bargaining unit through June, 2022 and the amounts have been included in the budget for both fiscal years.
D-4	Contributions to restricted programs are projected to increase by 948% in the current year the over prior year's actuals, increasing from \$3,160 to \$33,100. The district is projecting to increase by 6.3% in 2021-22 and increase by 4.5% in 2022-23. Contributions in the current year are to support Special Education.
D-5	We note that, based on the most recent calculations for operational funding under the Local Control Funding Formula (LCFF), the district is projected to remain in Basic Aid funding status through the multi-year projections. These are preliminary calculations based on the County of Santa Cruz's current year projected property tax increase of \$35,984 in the current year, and a 2% projected increase in property tax revenues in both 2021-22 and 2022-23. There are multiple variables in this calculation, including unduplicated pupil count, ADA levels in each of the grade spans as well as ADA growth or decline, etc.

REVIEW AND APPROVAL OF FISCAL YEAR 2020-21 1ST INTERIM REPORT

Happy Valley Elementary School District

Page 4

5. DESCRIPTION OF RECOMMENDATIONS AND TECHNICAL CORRECTIONS continued...

SECTION & COMMENT NUMBER	DESCRIPTION
	Continued from previous page...
D-6	For Basic Aid districts, the COE will typically note how much of an enrollment increase the district would need to experience before it grew out of Basic Aid status. Based on current data, we have calculated that an increase of roughly 42 students over current 2020-21 projections would begin to push the district out of Basic Aid status in 2021-22 and in 2022-23. There are multiple factors that go into the LCFF calculation so the variables involved make this calculation an estimate (such as an increase in property tax growth, changes in ADA by grade span, etc.).
D-7	The district is projecting adequate cash to meet its financial obligations in the current year.
D-8	The district continues the annual transfer into the General Fund from the Endowment fund in the amount of \$20,500 in all three years of the multi-year projections. These funds help to offset a portion of the deficit spending for classroom costs so that vital programs can be maintained.
D-9	As we state at each reporting period, Basic Aid districts are encouraged to carry larger reserves due to cash flow issues and also when enrollment increases, these districts do not receive any additional LCFF operational funding. In addition, with the projected increases in STRS and PERS pension costs over the next few years, all districts will experience an increase in ongoing expenditures. All districts should be cautious when incurring ongoing expenditure increases.
D-10	In accordance with Education Code 43509, the COE has received the district's Board approved Local Control Funding Formula Budget Overview for Parents (LBOP).

EXAMINED BY COUNTY SUPERINTENDENT OF SCHOOLS:**BY:**
Liann Reyes

Deputy Superintendent, Business Services

Date: Jan 14, 2021**cc:**

Dr. Faris Sabbah, County Superintendent of Schools

Michelle McKinny, Superintendent/Happy Valley Elementary School District

Rebecca Olker, Senior Director of Fiscal Services/SCCOE

SANTA CRUZ COUNTY SCHOOLS
HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT
FINANCIAL ANALYSIS OF GENERAL FUND UNRESTRICTED AND RESTRICTED MONIES

GENERAL FUND	2018-19			2019-20			2020-21			2020-21 1st Interim			2021-22			2022-23		
	Unaudited Actuals			Unaudited Actuals			Adopted Budget			2020-21 1st Interim			Projected 20-21 11			Projected 20-21 11		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenues																		
8010-8099 Local Control Funding Formula	\$ 1,097,136	\$ -	\$ 1,097,136	\$ 1,145,184	\$ -	\$ 1,145,184	\$ 1,094,685	\$ -	\$ 1,094,685	\$ 1,181,167	\$ -	\$ 1,181,167	\$ 1,200,851	\$ -	\$ 1,200,851	\$ 1,223,094	\$ -	\$ 1,223,094
8100-8299 Federal	2,106	-	2,106	44,853	-	44,853	47,462	-	47,462	868	-	868	41,947	-	41,947	50,000	-	50,000
8300-8599 State	39,474	125,535	165,009	114,309	88,382	202,691	21,790	67,432	89,222	20,655	85,341	106,000	20,655	-	20,655	20,655	-	20,655
8600-8799 Other Local	96,341	160,121	256,461	80,435	156,380	236,815	67,580	143,262	210,842	62,272	59,067	121,339	62,272	-	62,272	62,272	-	62,272
8910-8925 Interfund Transfers In	31,736	-	31,736	222,769	-	222,769	20,550	-	20,550	20,550	-	20,550	20,550	-	20,550	20,550	-	20,550
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980-8999 Contributions	(3,262)	-	(3,262)	3,160	-	3,160	(60,457)	-	(60,457)	(33,100)	-	(33,100)	(35,179)	-	(35,179)	(38,772)	-	(38,772)
Total Revenues, Transfers, and Other Sources	\$ 1,264,161	\$ 315,399	\$ 1,579,560	\$ 1,473,366	\$ 294,776	\$ 1,768,141	\$ 1,144,148	\$ 318,613	\$ 1,462,761	\$ 1,257,441	\$ 280,994	\$ 1,538,436	\$ 1,274,249	\$ 194,998	\$ 1,469,247	\$ 1,294,299	\$ 198,591	\$ 1,492,890
Expenditures																		
1000-1999 Certificated Salary	\$ 559,117	\$ -	\$ 559,117	\$ 587,445	\$ -	\$ 587,445	\$ 616,889	\$ -	\$ 616,889	\$ 631,863	\$ -	\$ 631,863	\$ 647,170	\$ -	\$ 647,170	\$ 659,854	\$ -	\$ 659,854
2000-2999 Classified Salary	137,144	-	137,144	131,540	-	131,540	154,436	-	154,436	142,789	-	142,789	145,543	-	145,543	150,000	-	150,000
3000-3999 Employee Benefit	229,599	-	229,599	250,394	-	250,394	284,348	-	284,348	280,460	-	280,460	287,663	-	287,663	297,774	-	297,774
4000-4999 Books & Supplies	19,305	-	19,305	34,070	-	34,070	15,924	-	15,924	21,742	-	21,742	30,363	-	30,363	30,363	-	30,363
5000-5999 Services & Other Operating Expenditures	162,817	-	162,817	206,445	-	206,445	190,673	-	190,673	225,832	-	225,832	193,501	-	193,501	194,100	-	194,100
6000-6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7100-7299 Other Outgo	138	-	138	136	-	136	322	-	322	322	-	322	322	-	322	322	-	322
7300-7599 Direct & Indirect Support	(2,463)	-	(2,463)	(4,637)	-	(4,637)	(10,885)	-	(10,885)	(9,004)	-	(9,004)	(8,846)	-	(8,846)	(8,846)	-	(8,846)
7610-7629 Franchises Out	125,096	-	125,096	64,560	-	64,560	-	-	-	-	-	-	-	-	-	-	-	-
7830-7899 Other Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures, Transfers, and Other Uses	\$ 1,230,654	\$ 300,637	\$ 1,531,291	\$ 1,283,255	\$ 294,167	\$ 1,577,422	\$ 1,261,360	\$ 319,023	\$ 1,580,384	\$ 1,294,302	\$ 287,175	\$ 1,581,477	\$ 1,287,115	\$ 194,998	\$ 1,482,113	\$ 1,305,445	\$ 198,591	\$ 1,503,037
Reserve (Deficiency)	\$ 33,506	\$ 14,763	\$ 48,269	\$ 210,011	\$ 4,609	\$ 214,620	\$ (117,212)	\$ (411)	\$ (117,623)	\$ (38,861)	\$ (6,181)	\$ (43,041)	\$ (12,866)	\$ -	\$ (12,866)	\$ (10,607)	\$ -	\$ (10,607)
Beginning Balance	\$ 834,495	\$ 77,348	\$ 911,843	\$ 889,002	\$ 92,110	\$ 981,112	\$ 704,642	\$ 78,478	\$ 783,119	\$ 1,078,033	\$ 96,720	\$ 1,174,753	\$ 1,041,152	\$ 96,539	\$ 1,131,691	\$ 1,028,286	\$ 90,539	\$ 1,118,825
Audit Adjustments / Replacements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ 868,002	\$ 92,110	\$ 960,112	\$ 1,079,013	\$ 96,720	\$ 1,175,733	\$ 587,430	\$ 78,067	\$ 665,496	\$ 1,041,152	\$ 90,539	\$ 1,131,691	\$ 1,038,266	\$ 96,539	\$ 1,118,825	\$ 1,017,679	\$ 90,539	\$ 1,108,218
Notes:																		
Minimum Reserve Level per Charter & Standards	5%	-	-	5%	-	-	5%	-	-	5%	-	-	5%	-	-	5%	-	-
Recommended NEU (Committed in O&S)	\$ 76,555	\$ -	\$ 76,555	\$ 77,626	\$ -	\$ 77,626	\$ 78,019	\$ -	\$ 78,019	\$ 78,074	\$ -	\$ 78,074	\$ 74,106	\$ -	\$ 74,106	\$ 75,102	\$ -	\$ 75,102
Reserve per District (NEU 7783)	150	-	150	150	-	150	150	-	150	150	-	150	150	-	150	150	-	150
Nonresponsible (Rev. Cash, Proposal, Scores)	-	92,110	92,110	-	96,720	96,720	-	78,067	78,067	-	90,539	90,539	-	90,539	90,539	-	90,539	90,539
Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Committed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Assigned	867,852	-	867,852	11,483	-	11,483	6,860	-	6,860	7,983	-	7,983	4,393	-	4,393	1,103	-	1,103
Unassigned	-	-	-	3,086,399	-	3,086,399	3,064,419	-	3,064,419	1,033,079	-	1,033,079	1,023,743	-	1,023,743	1,016,386	-	1,016,386
Deficit (Deficiency) above state recommended NEU	-	-	-	-	-	-	587,279	-	587,279	1,041,002	-	1,041,002	1,028,137	-	1,028,137	1,017,680	-	1,017,680
Contributions to Restricted Programs	867,852	-	867,852	1,077,863	-	1,077,863	587,279	-	587,279	1,041,002	-	1,041,002	1,028,137	-	1,028,137	1,017,680	-	1,017,680
Reserve (Deficiency)	\$ 76,555	\$ 92,110	\$ 168,665	\$ 77,626	\$ 96,720	\$ 174,346	\$ 587,430	\$ 78,067	\$ 665,496	\$ 1,041,152	\$ 90,539	\$ 1,131,691	\$ 1,038,266	\$ 96,539	\$ 1,118,825	\$ 1,017,679	\$ 90,539	\$ 1,108,218
Notes:																		
Annual Daily Attendance	3,263	-	3,263	3,160	-	3,160	60,457	-	60,457	33,100	-	33,100	35,179	-	35,179	38,772	-	38,772
Total P-2 ADA	105	-	105	109	-	109	118	-	118	118	-	118	100	-	100	100	-	100
ADA Transfer (ODE)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
District Only P-2 ADA	105	-	105	109	-	109	118	-	118	118	-	118	100	-	100	100	-	100
Funded ADA (District Only)	114	-	114	109	-	109	118	-	118	118	-	118	100	-	100	100	-	100
Net Shift of Charter ADA (to and from District)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prior Year ADA Guarantee	114	-	114	105	-	105	109	-	109	109	-	109	100	-	100	100	-	100
Charter ADA	108	-	108	113	-	113	114	-	114	114	-	114	105	-	105	105	-	105
2023 Charter ADA	108	-	108	113	-	113	114	-	114	114	-	114	105	-	105	105	-	105
Enrollment to ADA Ratio	97.31%	-	97.31%	96.73%	-	96.73%	95.09%	-	95.09%	95.09%	-	95.09%	95.00%	-	95.00%	95.00%	-	95.00%
Special Reserve Fund 17 (8831 Only)	\$ 76,555	\$ -	\$ 76,555	\$ 77,626	\$ -	\$ 77,626	\$ 78,019	\$ -	\$ 78,019	\$ 78,074	\$ -	\$ 78,074	\$ 74,106	\$ -	\$ 74,106	\$ 75,102	\$ -	\$ 75,102

SANTA CRUZ COUNTY SCHOOLS
HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

FINANCIAL ANALYSIS OF GENERAL FUND

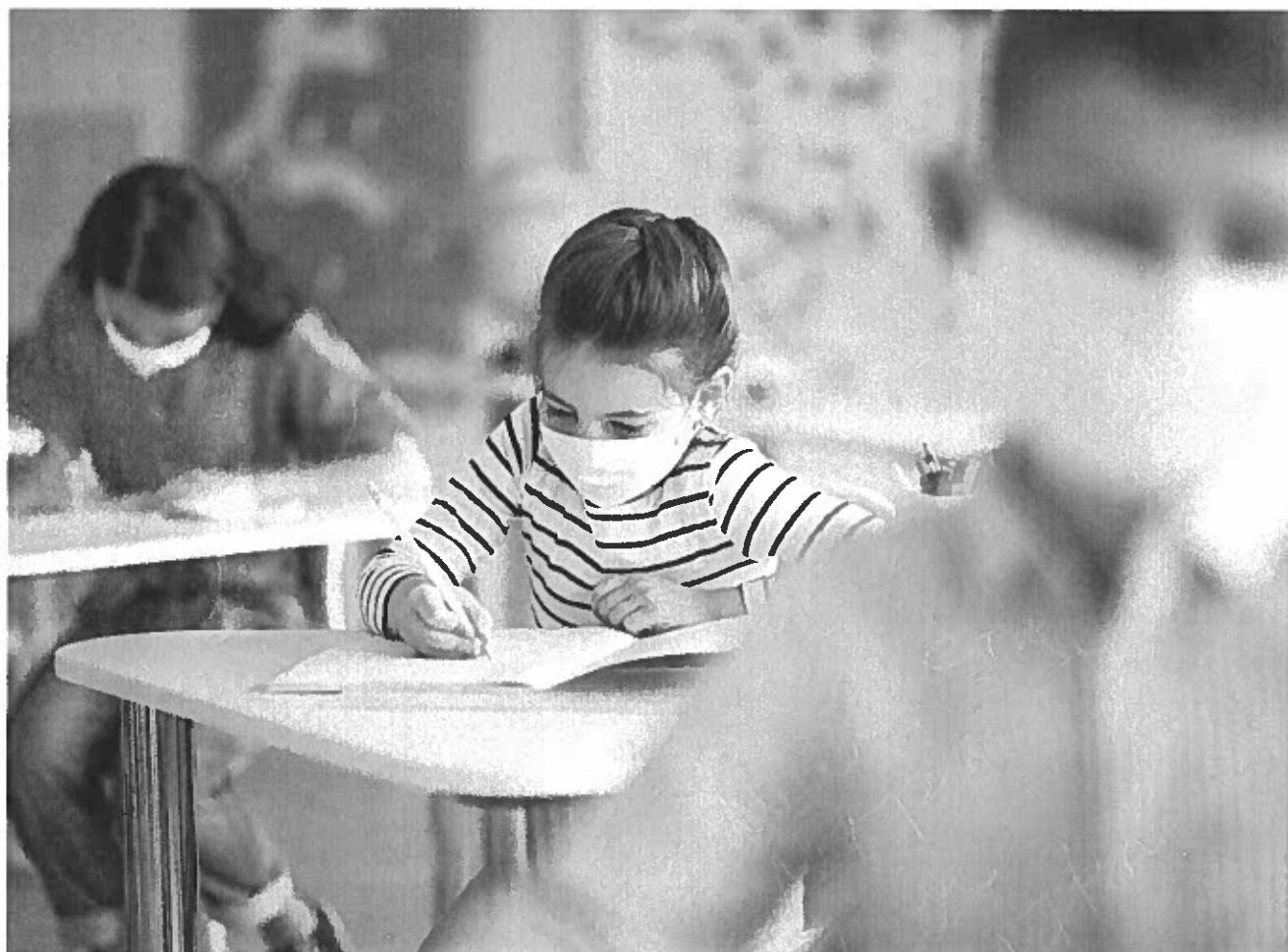
GENERAL FUND	2018-19	2019-20	2020-21	2020-21	2019-20 UA	2020-21	2021-22	2020-21 II	2022-23	2020-21	2020-21
	Unaudited Actuals	Unaudited Actuals	Adopted Budget	1st Interim	vs 2020-21 II	AB vs 2020-21 II	Projected @ 20-21 II	vs 2020-21 PB	Projected @ 20-21 II	vs 2020-21 PB	2020-21 PB vs 2021-22 PB
Revenues											
8010-8099 Local Control Funding Formula	1,097,436	1,145,184	1,094,685	1,181,167	3.14%	7.90%	1,200,951	1.67%	1,223,094	1.84%	1.84%
8100-8299 Federal	28,918	49,064	47,462	95,039	93.70%	100.24%	41,947	-55.86%	87,376	0.00%	0.00%
8300-8599 Other State	165,009	114,309	89,222	95,341	-16.59%	6.86%	118,423	-8.35%	118,423	0.00%	0.00%
8600-8799 Other Local	256,461	236,815	210,842	126,339	-46.65%	-40.08%	20,550	-6.27%	20,550	0.00%	0.00%
8910-8929 Interfund Transfers In	31,736	222,769	20,550	-	-90.78%	0.00%	-	0.00%	-	0.00%	0.00%
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-	-	-
8980-8998 Contributions	-	-	-	-	-	-	-	-	-	-	-
Total Revenue, Transfers, and Other Sources	1,579,560	1,768,141	1,462,761	1,518,436	-14.12%	3.81%	1,469,247	-3.24%	1,491,390	1.51%	
Expenditures											
1000-1999 Certificated Salary	643,244	681,878	753,002	694,606	1.87%	-7.76%	697,127	0.36%	710,810	1.96%	1.96%
2000-2999 Classified Salary	179,146	186,596	207,058	149,716	-19.76%	-27.69%	160,563	7.25%	163,774	2.00%	2.00%
3000-3999 Employee Benefit	353,914	354,080	378,576	356,787	0.76%	-5.76%	365,254	2.37%	365,030	-0.06%	-0.06%
4000-4999 Books & Supplies	34,070	29,410	41,501	93,533	218.03%	125.37%	30,363	-67.54%	30,363	0.00%	0.00%
5000-5899 Services & Other Operating Expenditures	195,683	236,921	199,925	266,514	12.49%	33.31%	228,484	-14.27%	231,738	1.42%	1.42%
6000-6599 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-
7100-7299 Other Outgo	138	136	322	322	136.17%	0.00%	322	0.00%	322	0.00%	0.00%
7300-7399 Direct & Indirect Support	0	-	-	-	-	-	-	-	-	-	-
7610-7629 Interfund Transfers Out	125,096	64,500	-	-	-	-	-	-	-	-	-
7630-7699 Other Uses	-	-	-	-	-	-	-	-	-	-	-
Other Adjustments (From MYP)	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures, Transfers, and Other Uses	1,531,291	1,553,521	1,580,384	1,561,477	0.51%	-1.20%	1,482,113	-5.08%	1,502,037	1.34%	
Excess (Deficiency)	48,269	214,620	(117,623)	(43,041)	-120.05%	63.41%	(12,866)	-70.11%	(10,647)	-17.25%	
Beginning Balance	911,843	960,112	783,119	1,174,732	22.35%	50.01%	1,131,691	-3.66%	1,118,825	-1.14%	
Ending Balance	960,112	1,174,732	665,496	1,131,691	-3.66%	70.05%	1,118,825	-1.14%	1,108,178	-0.95%	
Reserves:											
Minimum Reserve Level per Criteria & Standards	5%	5%	5%	5%	0.00%	0.00%	5%	0.00%	5%	0.00%	0.00%
Recommended REU (Computed in C&S)	\$ 76,565	\$ 77,676	\$ 79,019	\$ 78,074	0.51%	-1.20%	\$ 74,106	-5.08%	\$ 75,102	1.34%	1.34%
Reserves per District (REU 9789)											
Nonspendable (Rev. Cash, Prepaid, Stores)	150	150	150	150	0.00%	0.00%	150	0.00%	150	0.00%	0.00%
Restricted	92,110	96,720	78,067	90,539	-6.39%	15.98%	90,539	0.00%	90,539	0.00%	0.00%
Committed	-	-	-	-	-	-	-	-	-	-	-
Assigned	-	11,463	6,860	7,963	-30.53%	16.08%	4,393	-44.83%	1,103	-74.89%	-74.89%
Unassigned	867,852	1,066,399	580,419	1,033,039	-3.13%	77.98%	1,023,743	-0.90%	1,016,386	-0.72%	-0.72%
Excess (Deficiency) above state recommended REU	867,852	1,077,863	587,279	1,041,002	-3.42%	77.26%	1,028,137	-1.24%	1,017,490	-1.04%	-1.04%
Contributions to Restricted Programs											
	3,262	3,160	60,457	33,100	947.51%	-45.25%	35,179	6.28%	36,772	4.53%	4.53%
Average Daily Attendance											
Total P-2 ADA	105	109	118	100	-8.80%	-15.32%	100	0.00%	100	0.00%	0.00%
ADA Transfer (COE)	-	-	-	-	-	-	-	-	-	-	-
District Only P-2 ADA	105	109	118	100	-8.80%	-15.32%	100	0.00%	100	0.00%	0.00%
Funded ADA (District Only)	114	109	118	109	0.00%	-7.16%	100	-8.80%	100	0.00%	0.00%
Net Shift of Charter ADA (to and from District)	-	-	-	-	-	-	-	-	-	-	-
Prior Year ADA Guarantee	114	105	109	109	4.06%	0.00%	100	-8.80%	100	0.00%	0.00%
Total Charter ADA	-	-	-	-	-	-	-	-	-	-	-
CBEDS Enrollment	108	113	124	105	-7.08%	-15.32%	105	0.00%	105	0.00%	0.00%
Enrollment to ADA Ratio	97.31%	96.79%	95.00%	95.00%	-1.85%	0.00%	95.00%	0.00%	95.00%	0.00%	0.00%
Special Reserve Fund 17	76,565	77,676	79,019	78,074	0.51%	-1.20%	74,106	-5.08%	75,102	1.34%	

HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT
All Funds Summary
2020-21
1st Interim

	01	13	17	25	57	Total All Funds
	General	Cafeteria	Special Reserve	Capital Facilities	Foundation	
Revenue						
8000-8099 Local Control Funding Formula	1,181,167	-	-	-	-	1,181,167
8100-8299 Federal Revenue	95,039	-	-	-	-	95,039
8300-8599 State Revenue	95,341	-	-	-	-	95,341
8600-8699 Local Revenue	126,339	-	5,000	6,312	1,126	138,776
Total Revenue	1,497,886	-	5,000	6,312	1,126	1,510,323
Expenditures						
1000 Certificated Salaries	694,606	-	-	-	-	694,606
2000 Classified Salaries	149,716	-	-	-	-	149,716
3000 Employee Benefits	356,787	-	-	-	-	356,787
4000 Books & Supplies	93,533	-	-	-	-	93,533
5000 Services & Other Oper.	266,514	-	-	139	-	266,652
6000 Equipment	-	-	-	-	-	-
7100-7299 Other Outgo (74XX)	322	-	-	-	-	322
7300 Indirect Costs	-	-	-	-	-	-
Total Expenditures	1,561,477	-	-	139	-	1,561,616
Surplus (Deficit)	(63,591)	-	5,000	6,173	1,126	(51,293)
Other Sources/Uses						
89XX Transfers In	20,550	-	-	-	-	20,550
8930-8979 Other Sources	-	-	-	-	-	-
7610-7629 Transfers Out	-	-	-	-	20,550	20,550
7630-7699 Other Uses	-	-	-	-	-	-
Total Other Sources/Uses	20,550	-	-	-	(20,550)	-
Total Incr (Decr) in Fund Balance	(43,041)	-	5,000	6,173	(19,424)	(51,293)
Beginning Fund Balance	1,174,732	1	307,531	351	940,821	2,423,436
Audit Adjustments/Restatements	-	-	-	-	-	-
Ending Fund Balance	1,131,691	1	312,531	6,524	921,397	2,372,143
Deficit (Surplus) as % of Fund Balance	-3.66%	0.00%	1.63%	1760.33%	-2.06%	-2.12%

Classroom Learning and Safe Schools for Employees and Students (CLASSES)

A Pathway to Bringing Students Back to Schools



California School
Employees Association

California Federation
of Teachers
AFT, AFL-CIO



CTA CALIFORNIA
TEACHERS
ASSOCIATION



Council 57
AFSCME
We Make California Happen

Table of Contents

Introduction	page 1
Community Health: In-Person Instruction Thresholds	page 2
Opening for In-Person Instruction	
LEAs that are already open for In-Person instruction	
Flexibility for Parents	
Vaccinations	page 3
Mitigation Strategies	page 3
Prioritization for Students in Need - Phased-in Approach	
Asymptomatic Testing	
Testing Cadence	
Health/Safety Standards	
COVID-19 Emergency Paid Sick Leave	page 5
MOU Requirement	page 6
Funding to Implement Mitigation Strategies	page 6
Funding to Prioritize Equity	
Enforcement, Accountability and Transparency	page 6



Classroom Learning and Safe Schools for Employees and Students (CLASSES)

A Pathway to Bringing Students Back to Schools

California teachers and classified employees want nothing more than to be back in our physical classrooms and school sites and know first-hand there is no equal substitute to regular, in-person learning. California's schools are the heart of their communities. For many of our most vulnerable and underserved populations, they are lifelines. The educational, social and emotional needs of California's students, particularly those who often lack the technological and additional education support to sustain distance learning, are of paramount concern.

The last year has brought unprecedented challenges to California's students, families, and our educational and economic systems. School employees have made extraordinary contributions to our students and our communities: classified employees have continued to serve on the frontlines, distributing millions of meals to needy families, conducting contact tracing, reconfiguring school ventilation systems, and providing childcare to essential workers; and teachers have adapted and overhauled curriculum for distance learning and have worked tirelessly with students and families to ensure continued engagement and education. Our collective work has been essential to the education, health and safety of millions of Californians.

As COVID-19 continues to mutate and threaten our communities with new variants that are more contagious and possibly more lethal¹, we remain committed to finding a path to safely return to in-person instruction. This path must be safe for the entire school community: students, staff, and school families. As CDC researchers concluded, the path back to in-person instruction requires an accompanying commitment to reducing community transmission of the virus. Safe conditions extend beyond the walls of our school sites.

The Legislature and Governor should consider the following:

- Preventing transmission in school settings will require addressing and reducing levels of transmission in the surrounding communities through policies to interrupt transmission.
- Multi-layered mitigation measures in schools must require:
 - universal face mask use,
 - increasing physical distance by dedensifying classrooms and common areas,
 - using hybrid attendance models when needed to limit the total number of contacts and prevent crowding,
 - increasing room air ventilation, and
 - provide and expand screening testing to rapidly identify and isolate asymptomatic infected individuals.
- Staff and students should continue to have options for online education, particularly those at increased risk of severe illness or death if infected with COVID-19.

California's decisions made today will determine community COVID-19 conditions, health equity, and the safe operation of schools to provide in-person instruction and services to students and families. The path toward reopening schools for in-person instruction will involve substantial implementation, but together we can get students back to school campuses.

Community Health: In-Person Instruction Thresholds

Purple	Red/Orange	Yellow
No LEA in a county in Purple Tier that is not already open for in-person instruction should be permitted to open for additional students in-person while the county is in the Purple Tier.	LEAs in counties in the Red or Orange Tiers should be permitted to open for in-person instruction, but not required to do so, if they meet the vaccination requirements and comply with the mitigation strategies below.	LEAs in counties in the Yellow Tier should be required to open for in-person instruction if they meet the vaccination requirements and comply with the mitigation strategies below.

Purple Tier is not Safe. The Purple Tier indicates widespread COVID-19 risk in our communities. The January 14 CDPH Consolidated Schools Guidance allows for schools to re-open if they are below 25 cases per 100,000, which is nearly 4 times the purple baseline rate. The guidance from last summer indicated that elementary waivers should not be granted if a county was at double the baseline case rate, 14 cases per 100,000.

Red and Orange Tiers. Although the Red Tier is above the recommendations from the World Health Organization, schools may be able to safely re-open for in-person instruction if all of the layered mitigation strategies outlined in this document are in place. Some communities have already agreed to open in the Orange Tier, and the state should honor those agreements.

Yellow Tier. This tier represents the lowest level of transmission and schools should be required to open when they are in yellow, provided that all the mitigation strategies outlined below are in place.

Health Inequity Persists: California's most vulnerable and hardest-hit communities continue to face serious health inequities with double-digit test positivity rates reaching as high as 19.1% per the state's Health Equity Metric. Latinx, Black, and Pacific Islander communities have been disproportionately affected by COVID-19. Health equity statistics for each county can be found here: <https://covid19.ca.gov/equity/>.

The administration created the health equity index to measure COVID-19 transmission by census tracts compared to the county. The Health Equity Metric should be integrated into decision-making regarding in-person instruction to ensure improved conditions for our communities and families hardest hit by COVID-19.

LEAs that are already open for in-person instruction. LEAs that are already open (under the CDPH definition) should be required to meet all of the mitigation strategies outlined below, including asymptomatic testing minimums for staff and students in order to protect the school and community and prevent the "yo-yo effect" of schools opening and closing. LEAs must also comply with the triggers for closing campuses in the CDPH Guidance. The state must prioritize vaccinations for employees who are already working in-person at LEA work sites, especially employees in school communities most impacted by the pandemic.

Flexibility for Parents. Until the pandemic subsides, parents should continue to have the option to keep their children at home to participate in distance learning, and LEAs must ensure that these students also receive targeted support when necessary.

Vaccinations

The Moderna and Pfizer vaccines developed to mitigate the effects of COVID-19 are astoundingly effective, with rates of preventing infection at approximately 95 percent after two doses. Other vaccine options are on the way. When combined with the other layered mitigation strategies outlined in this document, the vaccine presents an extremely effective defense from COVID-19 disease.

As safety of the entire school community is paramount, **the state must prioritize vaccinations for employees who are already working in-person at LEA work sites, especially employees in school communities most impacted by the pandemic.** Local health officials and LEAs must ensure employees working in-person have the opportunity to receive the vaccine as soon as possible.

Additionally, an LEA that wishes to offer in-person instruction to additional students—for instance, phasing-in select grades or classrooms—must **first ensure all employees required to report in-person have been provided the opportunity to be vaccinated before students return to campus.**

Mitigation Strategies

A multi-layered approach offers the best protection for students and staff returning to in-person learning. The following are mitigation strategies that are critical to preparing a campus to re-open for in-person instruction and to safeguard the health and safety of students, their families and staff once a campus is open.

Prioritization for Students in Need - Phased-in Approach

In-person instruction should be phased in starting with our lowest grades and struggling students. Add more student groups as conditions improve. By limiting the number of students that are on campus at any one time, LEAs can strategically plan for classroom and school-site capacity to allow for six feet of distance between students and between students and school employees.

Asymptomatic Testing

Testing is an essential layer of the mitigation strategies. Regular testing allows those with and without symptoms to learn if they have the virus so they can protect the school community and their own families. Staff, students and school families could be infectious without even realizing they have the virus and might unknowingly expose others. People can be most contagious before symptoms begin. Up to 45% of people with COVID-19 never experience symptoms. 30%-60% of infected people are potential “silent spreaders.” Early identification and isolation of COVID-19 cases without symptoms through regular testing helps prevent outbreaks by checking if the mitigation strategies are working and improving understanding of infection risks in schools.

Testing Cadence

Purple Tier

Asymptomatic PCR testing once per week for in-person students and staff and symptomatic and response testing.

Red Tier

Asymptomatic PCR testing bi-weekly (every two weeks) staggered for in-person students and staff and symptomatic and response testing.

Orange Tier

Asymptomatic PCR testing monthly staggered for in-person students and staff and symptomatic and response testing.

Yellow Tier

Symptomatic and response testing for in-person students and staff.

Health/Safety Standards

The latest guidance from the California Department of Education and the COVID-19 Emergency Temporary Standards from the Division of Occupational Safety and Health (DOSH), better known as Cal/OSHA, have provided valuable information to protect the health and safety of school employees. While the guidance and safety requirements are robust, there are several areas that require further development to safely reopen schools for in-person instruction, including cleaning standards, physical distancing and masking requirements, and appropriate ventilation.

Safe and Hygienic Schools: Currently, schools struggle to meet basic standards of cleanliness due to budget constraints. The need to ensure schools are safe and clean is even more critical in a pandemic. New standards must be created and state funding allocated to meet necessary hygienic standards. These standards must:

- provide guidance for disinfection/surface cleaning of high touch areas, elevators, restrooms, locations where bodily fluids exist, public spaces, high traffic areas, and enclosed spaces;
- address cleaning frequency, methods and equipment/materials required that are consistent with California public health and CalOSHA recommendations;
- ensure appropriate staffing levels to ensure public and occupational health standards are met;
- schools must meet specified cleanliness standards prior to reopening and maintain a level of 85% or higher during the school year; and
- consider school assets, student enrollment, and adjustments for level of use.

California should implement the Association of Physical Plant Administrators (APPA) Level 1 Custodial Standard, which calls for a minimum of one custodial staff per 8,500 square feet of space in order to achieve safe and hygienic facilities.

Physical Distancing: All school employees, students, visitors, and others on school grounds and school buses shall be separated from other persons by at least six feet.

Compliance: School personnel play a major role in screening students, parents and staff who enter school facilities including classrooms, cafeterias and buses. Therefore, safety standards and funding must be provided to schools to ensure:

- six feet of distance between staff, students & staff, and desks at all times;
- monitoring and screening, including regular temperature checks;

- student management on school buses to ensure distancing and masking protocols are met; and
- appropriate staffing levels to ensure public safety.

Masking Requirements: Face coverings must be required for all students, school staff and visitors in indoor environments, on school buses, and other areas of the school as stated in the CDPH guidance. A face shield is an acceptable alternative for children who are unable to wear face coverings. Employers shall provide disposable 3-ply surgical masks for employees, and ensure face coverings are available, clean and undamaged. Employers must also ensure each LEA site maintains adequate supply of surgical masks sufficient for students and staff at each site.

Appropriate Ventilation: AB 841 (2020) establishes the School Reopening Ventilation and Energy Efficiency Verification and Repair (SRVEVR) Program to provide grants to local educational agencies to reopen schools with functional ventilation systems. Most school facilities are older and require updated ventilation and air filtration to ensure sufficient ventilation and air filtration in all school classrooms and shared workspaces with verification by a certified TAB technician and in accordance with CDPH guidance for K-12 schools, CDPH-referenced American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) guidelines, and the state's School Reopening Ventilation and Energy Efficiency Verification and Repair Program (*SRVEVR Program*). To ensure proper ventilation is maintained throughout the school year, all classrooms should be equipped with a carbon dioxide monitor in accordance with the requirements in the state's SRVEVR.

Students with Disabilities. In-person instruction plans must address the needs of the most vulnerable. Increased resources are desperately needed to ensure safe and adequate supports for students with special needs. Students with moderate to severe disabilities require and deserve additional attention and care. Districts should receive the funding necessary to provide a safe and supportive learning environment for high-need student populations.

COVID-19 Emergency Paid Sick Leave

In recent months, California has experienced an increase in the spread of COVID-19 in the workplace that has resulted in school employee illnesses and some deaths. Current law is inadequate because temporary stop gap measures have expired, forcing employees who need to support their family to come to work sick or leave sick family members at home. Significant research has shown job-protected paid sick leave is critical in mitigating the spread of disease, and unless California takes action, COVID-19 cases will continue to needlessly spread in workplaces.

Since the federal government is providing funds, the California Legislature must take immediate action to expand emergency paid sick days and paid family and medical leave protections to ensure workers can utilize this time before exhausting their own personal paid leave:

- All California workers with a COVID-19 diagnosis can take time off from work to recover without losing their job or pay.
- All California workers ordered to quarantine or self-isolate are able to do so without losing their job or pay.
- All California workers who need to care for a family member who has COVID-19 or must self-isolate or quarantine due to COVID-19 are able to do so without losing their job or pay.
- All California workers who need to care for a child or dependent family member whose normal school or care is unavailable due to COVID-19 are able to do so without losing their job or pay.
- All California workers are able to receive the COVID-19 vaccine and recover from its side effects without losing their job or pay.

MOU Requirement

California law secures protections for safe working conditions that protect students, staff, and their families. Government Code Section 3543.2 requires public school employers to bargain over certain subjects such as wages, hours of employment, and other terms and conditions of employment. These subjects explicitly include “safety conditions of employment,” providing that employers can only make changes to mandatory subjects of bargaining if they have negotiated and reached agreement with the exclusive representatives. The mitigation strategies in this document must be implemented with the input and agreement of the employees providing these services and their exclusive representatives. It is important for the Legislature to ensure that LEAs comply with existing law related to bargaining requirements.

Funding to Implement Mitigation Strategies

We oppose the use of Prop-98 dollars for non-instructional purposes related to pandemic response, as those funds are needed for instructional purposes. We urge the state to use available discretionary federal funds (ESSER, GEER or future federal funding) or General Fund dollars for these purposes. These funds should be provided to all LEAs to implement the mitigation strategies discussed above to re-open for in-person instruction.

Funding to Prioritize Equity

Recognizing that communities of color have been disproportionately impacted by the pandemic, the state must utilize an equity-based funding model that prioritizes the distribution of resources to those communities. We must work to mitigate the impact of COVID-19 in Black and Latinx communities in particular who are disproportionately impacted by high COVID-19 death rates (Black death rate 12% higher than statewide; Latinx death rate 20% higher), high rates of unemployment filings, and low vaccination rates. We support targeting funding consistent with the Local Control Funding Formula, including Supplemental and Concentration grants.

Enforcement, Accountability and Transparency

The January 14, 2021 CDPH Consolidated Schools Guidance and Cal/OSHA Emergency Temporary Standards (ETS) include clear and practical requirements for LEAs to follow to protect the health and safety of students and staff. In order for the guidance and standards to be effective, they must be enforced. When LEAs are held accountable for these standards, students, parents, and employees have assurances that campuses are prepared for students to return.

We encourage the Legislature and the Governor to ensure the appropriate agencies have the resources necessary to enforce these protective measures. Just like school employees are held accountable for our work in supporting students, LEAs must be held accountable for protecting students and staff.

The January 14, 2021 CDPH Consolidated Schools Guidance also requires LEAs to develop COVID-19 Safety Plans and to report the following information:

- In-person instruction that is provided full-time, including whether provided for all grades served by the local educational agency or private school or only certain grade spans.

- In-person instruction that is provided only part-time (hybrid model), including whether provided for all grades served by the local educational agency or private school or only certain grade spans.
- In-person instruction and services are provided only pursuant to the Guidance Related to Cohorts issued by the California Department of Public Health.
- No in-person instruction and services are provided (distance learning only).

Without this information, students, parents, employees, and communities are blind to what is going on in their communities and across the state in terms of LEA COVID-19 response. It is critical that all LEAs comply with these reporting requirements. The state must implement appropriate enforcement of these reporting requirements and immediately publish this data on schools.covid19.ca.gov to ensure the availability of this information to all Californians.

To Dr. Gail Newel
Santa Cruz County Public Health

February 5, 2021

Dear Dr. Newel,

We are teachers and union leaders representing educators and school staff across Santa Cruz County. Since schools moved online in March 2020, we have worked with our districts to shift our teaching and to plan for the future in a situation where the rules are constantly changing.

We see the effects of the on-going distance learning on our students and their families. And while we plan and teach engaging "Zoom" lessons and drive to homes to check on families and drop off supplies, we know that the best place for kids is in the classroom. We want students to safely return to schools.

All staff that work with students should be vaccinated, for the health and safety of school staff, students, families, and the entire community. Vaccines are critical to the safe reopening of schools, and the reopening of schools is critical not only to students' progress in learning, but to their social and emotional health.

How can we help prioritize educators to get the vaccine as soon as possible? This is a necessary step in safely opening in-person learning for all our students. We know difficult choices must be made in respect to prioritization due to the limited supplies of the vaccine. Vaccination of educational staff, and the reopening of schools that can result, will have a continuing and far-reaching effect on our local economy and the mental and physical health of our communities.

Thank you for your consideration, and the work you do to protect the health of Santa Cruz County.

Gordon Barratt, President, Soquel Education Association
Casey Carlson, President, Greater Santa Cruz Federation of Teachers
Tiffany Darrough, President, San Lorenzo Valley Teachers Association
Lindsey Doolan, President, Happy Valley Education Association
Kim Dudley, Co-President, Mountain Teachers' Association
Heather Young, Co-President, Mountain Teachers' Association
Sarah Speers, President, Bonny Doon Education Association
Nelly Vaquera-Boggs, President, Pajaro Valley Federation of Teachers
Hannah Walsh, President, Scotts Valley Education Association

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: Endowed SRI LT
Fund Purpose: E:Agency Fund
Investment Pool: Long-Term SRI Pool
Date Established: February 26, 1998

Fund Report for July 01, 2020 - September 30, 2020

	Current Period 7/1/2020 – 9/30/2020	Year To Date 1/1/2020 – 9/30/2020
Opening Fund Balance	\$690,139.93	\$753,833.27
Earnings/(Losses)	\$35,610.59	\$1,535.77
Contributions	\$ 0.00	\$500.00
Foundation Services Fee*	\$(1,823.96)	\$(5,243.48)
Distributions for Fund Purpose	\$(0.00)	\$(26,699.00)
Ending Fund Balance	\$723,926.56	\$723,926.56

Flux Fund 202,955.58 }
Donor Gift 72,188.04 } \$999,070.80
Community Treasury 57,350.26 }

*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.

Total: 1,056,420.46

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

Community Foundation to School: \$ 926,882.14
last quarterly Community Foundation: \$ 747,339.33



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

Fund Type: Endowed SRI LT
Fund Purpose: D:Designated Fund
Investment Pool: Long-Term SRI Pool
Date Established: October 30, 2017

Fund Report for July 01, 2020 - September 30, 2020

	Current Period	Year To Date
	7/1/2020 –	1/1/2020 –
	9/30/2020	9/30/2020
Opening Fund Balance	\$68,818.95	\$73,954.08
Earnings/(Losses)	\$3,550.99	\$257.87
Foundation Services Fee*	\$(181.88)	\$(520.89)
Distributions for Fund Purpose	\$(0.00)	\$(1,503.00)
Ending Fund Balance	\$72,188.06	\$72,188.06

*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 contact Hilary Bryant at (831) 662-2065 or hbryant@cfsc.org.



**Happy Valley School Legacy Flex
Fund - HVSL**

Fund Type: Nonendowed SRI
Fund Purpose: E:Agency Fund
Investment Pool: Long-Term SRI Pool
Date Established: July 09, 2014

Fund Report for July 01, 2020 - September 30, 2020

	Current Period	Year To Date
	7/1/2020 – 9/30/2020	1/1/2020 – 9/30/2020
Opening Fund Balance	\$193,483.36	\$203,288.70
Earnings/(Losses)	\$9,983.57	\$1,123.90
Foundation Services Fee*	\$(511.35)	\$(1,457.02)
Ending Fund Balance	\$202,955.58	\$202,955.58

*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 contact Hilary Bryant at (831) 662-2065 or hbryant@cfsc.org.

PLEASE EMAIL BACK

Date: December 28, 2020

To: Michelle McKinny
Administrator
Happy Valley Elementary School District
3125 Branciforte Drive
Santa Cruz, CA 95065

From: AssetWorks LLC

RE: Approval of Reports

Priority: [Urgent]

Recent Appraisal Services have been provided to you by AssetWorks LLC in order to fulfill its obligation with NCR to provide appraisal reports.

Please review these reports in detail for accuracy. Your signature on this form will confirm your approval of the content and acceptance of these reports. Therefore, it is important that you sign and email this form to Sandra Hou at sandra.hou@assetworks.com within three weeks of the date indicated above. AssetWorks will send final reports three weeks from the point of preliminary reports issuance if, we have not been contacted by the District. **If the District requires more time to verify the data, we will delay final reports production and delivery but a notification from the District is required within three weeks.**

If you have questions or are not in agreement, please contact Sandra Hou at 310-470-4813 to discuss.

Thank you.

Signature: Michelle McKinny

Date: 1/21/21

Print Name: Michelle McKinny

Telephone Number: 831 429-1456

12/28/2020
L03

HAPPY VALLEY SCHOOL DISTRICT
Site Table Listing

As of: 08/31/2020
Page: 1

		Code	Description
Entity: 004			HAPPY VALLEY SCHOOL DISTRICT
	001		HAPPY VALLEY ELEMENTARY SCHOOL

Code	Building Description Address	City	Year Built	Const Class	No. of Stories	Total Square Feet	Real Property Replacement Cost	Personal Property Replacement Cost	Total Replacement Cost
Entity: 004 HAPPY VALLEY SCHOOL DISTRICT									
Site: 001 HAPPY VALLEY ELEMENTARY SCHOOL									
001	ADMINISTRATION/CLASSROOMS 1-5 3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	1961	C	1	5,920	1,737,100	232,200	1,969,300
002	ANNEX		1983	D	1	336	69,200	13,600	82,800
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
003	PORTABLE CLASSROOM 6		1975	D	1	960	142,900	30,400	173,300
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
004	PORTABLE CLASSROOM (LIBRARY)		2000	D	1	1,440	214,300	45,500	259,800
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
005	PORTABLE CLASSROOM (COMPUTER LAB)		1996	D	1	960	142,900	30,400	173,300
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
006	ART/MUSIC ROOM		1990	D	1	1,920	360,950	75,300	436,250
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
007	PORTABLE CLASSROOM (WRITING/ RESOURCE CENTER)		1999	D	1	1,440	214,300	45,500	259,800
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
008	GARAGE (STORAGE)		1961	D	1	640	34,200	21,900	56,100
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
010	GREENHOUSE		1990	D	1	180	8,800	300	9,100
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
011	PE STORAGE BUILDING		2007	D	1	80	2,000	2,700	4,700
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
012	STORAGE SHED		1990	S	1	28	700	1,000	1,700
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
013	PUMP SHED		1980	D	1	24	1,480	800	2,280
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
014	STAGE SHELTER		2001	S	1	384	14,610	0	14,610
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
015	STAGE STORAGE BUILDING		2001	D	1	96	2,390	3,300	5,690
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						
016	LUNCH SHELTER		2006	S	1	108	3,320	0	3,320
	3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	95065						

Code	Building Description Address	City	Year Built	Const Class	No. of Stories	Total Square Feet	Real Property Replacement Cost	Personal Property Replacement Cost	Total Replacement Cost
017	STORAGE SHED 3125 BRANCIFORTE DRIVE	SANTA CRUZ, CA	2016	D	1	100	2,000	3,400	5,400
	Site total for 001:	Asset Count	16			14,616	2,951,150	506,300	3,457,450
	Entity total for 004:	Asset Count	16			14,616	2,951,150	506,300	3,457,450
	Report Total:	Asset Count	16			14,616	2,951,150	506,300	3,457,450

		Code	Description
Entity:	004	HAPPY VALLEY SCHOOL DISTRICT	
Site:	001	HAPPY VALLEY ELEMENTARY SCHOOL	
		001	ADMINISTRATION/CLASSROOMS 1-5 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		002	ANNEX 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		003	PORTABLE CLASSROOM 6 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		004	PORTABLE CLASSROOM (LIBRARY) 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		005	PORTABLE CLASSROOM (COMPUTER LAB) 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		006	ART/MUSIC ROOM 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		007	PORTABLE CLASSROOM (WRITING/ RESOURCE CENTER) 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		008	GARAGE (STORAGE) 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		010	GREENHOUSE 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		011	PE STORAGE BUILDING 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		012	STORAGE SHED 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		013	PUMP SHED 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		014	STAGE SHELTER 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		015	STAGE STORAGE BUILDING 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065
		016	LUNCH SHELTER 3125 BRANCIFORTE DRIVE

12/28/2020
L05A

Southern Peninsula Region Insurance Group
Building Table Listing

As of: 08/31/2020
Page: 2

Code	Description
017	SANTA CRUZ, CA 95065 STORAGE SHED 3125 BRANCIFORTE DRIVE SANTA CRUZ, CA 95065

Directions for the Santa Cruz Countywide Comprehensive School Safety Template Part I - Public Components

1. All sections of this template are required.
2. Add documents as Attachments.

COMPREHENSIVE SCHOOL SAFETY PLAN

Part I – Public Components

2020-2021

School: Happy Valley Elementary School
Address: 3125 Branciforte Dr.
Santa Cruz, CA 95065-9775
Principal: Michelle McKinny, Superintendent/Principal
Phone Number: 831-429-1456
E-mail Address: mmckinny@hvesd.com

District: Happy Valley Elementary School District
Superintendent Michelle McKinny
Phone Number: 831-429-1456
E-mail Address: mmckinny@hvesd.com

Table of Contents

Purpose of the Comprehensive School Safety Plan (CSSP).....	4
Plan Development and Approval.....	5
Current Status of School Crime	6
School Safety Strategies and Programs	7
Child Abuse Reporting Procedures.....	8
Emergency/Disaster Preparedness Training Schedule.....	9
Procedures for Emergency Use by Public Agency – BP 3516	9
Suspension/Expulsion Policies – BP 5144.1	9
Procedures to Notify Teachers of Dangerous Pupils – BP 4158	9
Nondiscrimination/Harassment Policy – BP 5145.3	9
Dress Code – BP 5132	10
Rules and Procedures for School Discipline – BP 5144.....	10
Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees	10
Bullying Prevention – BP 5131.2.....	10
Positive School Climate – BP 5137.....	11
Uniform Complaint Procedure – BP 1312.3	11
Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act.....	11
Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school.....	12
Appendix.....	12
Board Policy 5141.4 Child Abuse Prevention and Reporting.....	12
Board Policy 3516 Emergencies and Disaster Preparedness.....	12
Board Policy 5144.1 Suspension and Expulsion/Due Process	12
Board Policy 4158 Employee Security/Teacher Notification.....	12
Board Policy 5145.3 Nondiscrimination/Harassment	12
Board Policy 5132 Dress and Grooming	12
Board Policy 5144 Discipline	12
Board Policy 5131.2 Bullying Prevention.....	12
Board Policy 5137 Positive School Climate	12
Board Policy 1312.3 Uniform Complaint Procedure	12

Purpose of the Comprehensive School Safety Plan (CSSP)

Sections 32280-32288 of the California Education Code outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a Comprehensive School Safety Plan relevant to the needs and resources of that particular school.

It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated Comprehensive School Safety Plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses. Comprehensive School Safety Plans are required under SB 719 & AB 115 and must contain the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual School Accountability Report Card (SARC).

A copy of the Comprehensive School Safety Plan Public Version – Part I is available for review at the Happy Valley Elementary School office, and online at www.hvesd.com.

Plan Development and Approval

The Happy Valley Elementary School Comprehensive School Safety Plan has been developed by:

- X School Site Council
 School Safety Planning Committee

Which includes the following members:

Name	Membership Role
Michelle McKinny, Superintendent/Principal	Principal or Principal's Designee
Kate Royer	Teacher from Happy Valley Elementary School
Nicole Beck	Parent whose child attends the School
Paige Lynd	Classified Employee
Sheriff Department	Law Enforcement Agency Representative

Key Dates of Plan Development and Approval	Date(s)
Meeting with representative of law enforcement agency to develop the Plan	
Meeting at the school site to allow members of the public the opportunity to review and express opinions about the Plan	
School Site Council approval of the Plan	January 15, 2021
School District Board approval of the Plan	TBA
Submission to Santa Cruz County Office of Education for audit review	TBA

Current Status of School Crime

This section presents data that will be analyzed to assess the current status of school crime committed on the Happy Valley Elementary School campus and at school-related functions. Data presented include:

Findings from the analysis of the data presented above include:

There is no crime or crime reports from Happy Valley

School Safety Strategies and Programs

Happy Valley Elementary School is committed to school safety for all students, staff, and visitors. Many strategies and programs provide and maintain a high level of school safety.

School Vision/Mission Statement

Happy Valley School's Mission is to educate the whole child in a small, safe community based school that provides a solid foundation to achieve academic, social, and emotional success.

Providing a safe learning environment is a priority for staff, parents, students, and school community members. Happy Valley Elementary School prepares students to be self-disciplined and responsible citizens who can meet the challenge of living in an ethnically and socio-economically diverse community. Happy Valley Elementary School promotes caring and nurturing relationships and work cooperatively with parents, students, law enforcement representatives, and other community agencies. Happy Valley Elementary School stresses prevention of violence on campus and prepares students to handle conflict, anger, and other threats to safety.

Programs are implemented to prevent drug, alcohol, and tobacco use. The Happy Valley Elementary School discipline policy provides students with behavior guidelines that are aligned to the California Education Code and district policies. School-wide rules, classroom rules, the dress code, and consequences for rule infractions provide students with clear expectations for behavior. The focus is to reduce barriers to learning as well as to build protective factors leading to student success, both academically and socially.

Intervention and prevention programs focus on positive youth development. Happy Valley Elementary School implements programs to create a positive school climate and promote social-emotional learning using research-based strategies. Happy Valley Elementary School implements multi-tiered systems of support/response to intervention for students that promote high expectations, maintain student engagement in school, and provide systems for student success.

Strategies and programs unique to Happy Valley Elementary School that provide a safe learning environment for all students, including specifically for LGBTQ students.

Peacebuilders, Sanford Harmony Social Emotional Program.

Child Abuse Reporting Procedures

(EC 35294.2 [a] [2]; PC 11166)

All school staff members actively monitor the safety and welfare of all students. Staff members understand their responsibility as child-care custodians and will immediately report all cases of known and suspected child abuse pursuant to Penal Code Section 11166. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

Penal Code 11166. (a) Except as provided in subdivision (d), and in Section 11166.05, a mandated reporter shall make a report to an agency specified in Section 11165.9 whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Plans are also completed to assure ongoing monitoring of the student. School staff work closely with police and Child Protective Services with follow up actions as needed. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting. Copies of all written reports are maintained in a confidential file in the principal's office. Board Policy 5141.4 addresses Child Abuse Prevention and Reporting and is included in the Appendix of the Comprehensive School Safety Plan.

Staff is also trained on a yearly basis regarding Child Abuse Reporting.

Emergency/Disaster Preparedness Training Schedule

Happy Valley Elementary School will provide all students and staff with emergency/disaster preparedness training in a variety of procedures according to the following schedule:

Training	Date(s)
Fire Procedures	08/27/2020, 09/10/2020, 10/15/2020, 11/03/2020, 12/17/2020, 01/07/2021, 02/25/2021, 03/11/2021, 04/08/2021, 05/13/2021
Lock Down Procedures	01/28/2021
Code Red Procedures	01/28/2021
Shelter in Place Procedures	01/28/2021
Earthquake Emergency Procedures	10/15/2020, 11/19/2020, 02/11/2021, 04/29/2021

Procedures for Emergency Use by Public Agency – BP 3516

As documented in Board Policy 3516, public agencies, including the American Red Cross, have permission to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. Board Policy 3516 is included in the Appendix.

Happy Valley has been used as an evacuation site before and will be of assistance if needed in the future.

Suspension/Expulsion Policies – BP 5144.1

As documented in Board Policy 5144.1, the school desires to provide students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. Rules and regulations set the standards of behavior expected of students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion. Board Policy 5144.1 is included in the Appendix.

There have been 0 expulsions in the history of Happy Valley and there have been 0 suspensions in five years.

Procedures to Notify Teachers of Dangerous Pupils – BP 4158

As documented in Board Policy 5148, the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Board Policy 5148 is included in the Appendix.

Nondiscrimination/Harassment Policy – BP 5145.3

As documented in Board Policy 5145.3, the Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and/or bullying of any student, based on actual or perceived characteristics of race or ethnicity, color, nationality, national origin, ethnic group identification, age, religion, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other characteristic identified in Education Code 200 or 220, Penal Code 422.55, or Government Code 11135, or based on association with a person or group with one or more of these actual or perceived characteristics. Board Policy 5145.3 is included in the Appendix.

Strategies and programs unique to Happy Valley Elementary School that provide a safe school environment for all students, including specifically for LGBTQ students.

Peacebuilders, Sanford Harmony Social Emotional program

Dress Code – BP 5132

As documented in Board Policy 5132, the Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students are prohibited from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Board Policy 5132 is included in the Appendix.

Students follow the dress code that is outlined in the Parent/ Student Handbook.

Rules and Procedures for School Discipline – BP 5144

As documented in Board Policy 5144, the Board of Education is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

Code of Conduct and Procedures and Rules are outlined in the Parent Student Handbook as well as reviewed by the classroom teachers and reviewed at Back to School Night

Consultation, Cooperation and Coordination with other School Site Councils or School Safety Plan Committees

Describe collaboration with other schools in the development of the Comprehensive School Safety Plan OR delete this section.

Bullying Prevention – BP 5131.2

As documented in Board Policy 5131.2, the Board of Education is committed to creating a safe learning and working environment for all students and employees. The Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or groups of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Board Policy 5131.2 is included in the Appendix.

Strategies and programs unique to Happy Valley Elementary School that prevent bullying for all students, including specifically for LGBTQ students.

Peacebuilders, Sanford Harmony Social Emotional Program

Positive School Climate – BP 5137

As documented in Board Policy 5137, the Board of Education desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools. Board Policy 5137 is included in the Appendix.

Sanford Harmony Social Emotional program was implemented at Happy Valley in 2017. Since that time, we have implemented Peacebuilders program that is used in class each and every day. Students read a pledge in their classrooms each day about how they can be a peacebuilder. There are peace paths in each classroom that children can navigate if they get into conflicts. There is a peace bench on the play ground where a child can sit if they need a friend or help.

Describe strategies and programs that this school uses to promote a positive school climate here:

Teachers were trained at in the Peacebuilders program. There are several themes that the teachers teach in class and then reinforce on the play ground and at cooperation assemblies. The themes are: Praise People, Give up put downs, Seek Wise People, Notice Hurts, Right Wrongs, Help others.

Describe roles and responsibilities of mental health professionals, school counselors, and school resource officers in these strategies and programs, if applicable.

Happy Valley does not have any of the above mentioned personnel. Happy Valley contracts with a Mental Health counselor.

Strategies and programs unique to Happy Valley Elementary School that create a positive school climate for all students, including specifically for LGBTQ students.

Peacebuilders, Sanford Harmony

Uniform Complaint Procedure – BP 1312.3

As documented in Board Policy 5137, the Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation. Board Policy 1312.3 is included in the Appendix.

Strategies and programs unique to Happy Valley Elementary School that encourage early resolution of complaints for all students, including specifically for LGBTQ students.

Peacebuilders, Sanford Harmony, Code of Conduct and rules and procedures. Also, Ed. code 48900

Protocols to Address Mental Health Care of Pupils Who Have Witnessed a Violent Act

Pupils who have witnessed a violent act at school or at a school-sponsored activity, while going to or coming from school or a school sponsored activity, or during a lunch period on or off campus, will need attention to address their mental

health. Witnessing violence and being a victim of violence at school have been found both positively and significantly associated with child psychological trauma symptoms and self-reported violent behavior, even after controlling for the effects of various demographic factors. Serious emotional and behavioral consequences can occur for students who are merely witnesses to violence (Flannery, D. J., Wester, K. L., & Singer, M. I., 2004).

Students who are experiencing mental health or social issues are referred to our Mental Health counselor.

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from school

In an effort to assure the safety and welfare of students, parents, and visitors to Happy Valley Elementary School, the following procedures should be followed when traveling to and from the school site:

- Daily Bus Drop-off & Pick-up at School:
- Students Walking to School:

There are no students who walk to school. Parents drive their children to school in private cars as Happy Valley school is in a rural area.

Appendix

Board Policy 5141.4 Child Abuse Prevention and Reporting

Board Policy 3516 Emergencies and Disaster Preparedness

Board Policy 5144.1 Suspension and Expulsion/Due Process

Board Policy 4158 Employee Security/Teacher Notification

Board Policy 5145.3 Nondiscrimination/Harassment

Board Policy 5132 Dress and Grooming

Board Policy 5144 Discipline

Board Policy 5131.2 Bullying Prevention

Board Policy 5137 Positive School Climate

Board Policy 1312.3 Uniform Complaint Procedure

Happy Valley ESD (Santa Cruz)

Board Policy

Child Abuse Prevention And Reporting

BP 5141.4

Students

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent/Principal or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent/Principal or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent/Principal or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent/Principal or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent/Principal or designee shall provide training regarding the duties of mandated reporters.

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans
33195 Heritage schools, mandated reporters
33308.1 Guidelines on procedure for filing child abuse complaints
44252 Teacher credentialing
44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
51900.6 Sexual abuse and sexual assault awareness and prevention

PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willful cruelty or unjustifiable punishment of child; endangering life or health
288 Definition of lewd or lascivious act requiring reporting
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS

Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve

Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES

California Attorney General's Office, Suspected Child Abuse Report Form:

http://www.ag.ca.gov/childabuse/pdf/ss_8572.pdf

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss/ap>

California Department of Social Services, Children and Family Services Division:

<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, Child Welfare Information Gateway:

<https://www.childwelfare.gov/can>

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: March 11, 2015 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Emergencies And Disaster Preparedness Plan

BP 3516

Business and Noninstructional Operations

The Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on the district's students, staff, and school.

The Superintendent/Principal or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

(cf. 0400 - Comprehensive Plans)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

In developing the disaster preparedness plan, the Superintendent/Principal or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3513.3 - District Police/Security Department)

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent/Principal or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

GOVERNMENT CODE

3100-3109 Public employees as disaster service workers; oath or affirmation

8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS

Active Shooter Awareness Guidance, February 2018

State of California Emergency Plan, 2017

School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS

National Incident Management System, 3rd ed., October 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

CSBA: <http://www.csba.org>

American Red Cross: <http://www.redcross.org>

California Attorney General's Office: <https://oag.ca.gov>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning:

<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>

U.S. Department of Homeland Security: <http://www.dhs.gov>

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: June 20, 2018 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Suspension And Expulsion/Due Process

BP 5144.1

Students

The Board of Trustees desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within the district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent/Principal or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated

employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent/Principal or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent/Principal or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent/Principal or designee shall disaggregate data on suspensions and expulsions by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

8239.1 Prohibition against expulsion of preschool student

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7961 Gun-free schools

UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 118

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Healthy Students:

<http://www2.ed.gov/about/offices/list/oese/oshs>

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: April 15, 2020 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Employee Security

BP 4158

Personnel

The Board of Trustees desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent/Principal or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 5131.4 - Student Disturbances)

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent/Principal or designee immediately. As appropriate, the Superintendent/Principal or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent/Principal or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on district property, at district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

(cf. 3320 - Claims and Actions Against the District)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

The Superintendent/Principal or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent/Principal or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)

The Superintendent/Principal or designee may make available at appropriate locations, including, but not limited to, the district and school office, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

(cf. 5141 - Health Care and Emergencies)

Use of Pepper Spray

Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent/Principal or designee for self-defense purposes. When allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Reporting of Injurious Objects

The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:
EDUCATION CODE

32210-32212 Willful disturbance, public schools or meetings
32225-32226 Communication devices
35208 Liability insurance
35213 Reimbursement for loss, destruction or damage of school property
44014 Report of assault by pupil against school employee
44807 Duty concerning conduct of students
48201 Transfer of student records
48900-48926 Suspension or expulsion
49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion
49330-49335 Injurious objects

CIVIL CODE

51.7 Freedom from violence or intimidation

CODE OF CIVIL PROCEDURE

527.8 Workplace violence safety

GOVERNMENT CODE

995-996.4 Defense of public employees

3543.2 Scope of representation

PENAL CODE

71 Threatening public officers and employees and school officials

240-246.3 Assault and battery, especially:

241.3 Assault against school bus drivers

241.6 Assault on school employee including board member

243.3 Battery against school bus drivers

243.6 Battery against school employee including board member

245.5 Assault with deadly weapon against school employee including board member

290 Registration of sex offenders

601 Trespass by person making credible threat

626-626.11 School crimes

646.9 Stalking

22810 Purchase, possession, and use of tear gas

WELFARE AND INSTITUTIONS CODE

827 Juvenile court proceedings; reports; confidentiality

828.1 District police or security department, disclosure of juvenile records

COURT DECISIONS

City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools and Violence Prevention Office:

<http://www.cde.ca.gov/lss/ss>

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: June 20, 2018 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Nondiscrimination/Harassment

BP 5145.3

Students

This policy shall apply to all acts constituting unlawful discrimination or harassment related to school activity or to school attendance occurring within the district school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

The Board of Trustees desires to provide a safe school environment that allows all students equal access to and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at the district school or at school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also occurs when prohibited conduct is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent/Principal or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. In addition, the Superintendent/Principal or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's web site in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent/Principal or designee shall provide training and/or information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent/Principal or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. The Superintendent/Principal or designee shall report the findings and recommendations to the Board after each review.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1330 - Use of Facilities)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent/Principal or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in the district school.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
49060-49079 Student records
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age
COURT DECISIONS
Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

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Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common
Ground, 2006

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of
Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division,
(2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against
National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

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California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: June 10, 2020 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Dress And Grooming

BP 5132

Students

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 5145.2 - Freedom of Speech/Expression)

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent/Principal or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent/Principal or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

Legal Reference:

EDUCATION CODE

212.1 Nondiscrimination based on race or ethnicity

220 Nondiscrimination

32281 School safety plans

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

COURT DECISIONS

Jacobs v. Clark County School District (2008) 26 F. 3d 419

Harper v. Poway Unified School District (2006) 445 App. 3d 166

Marvin H. Jeglin et al v. San Jacinto Unified School District et al (C.D. Cal. 1993)
827 F.Supp. 1459

Arcadia Unified School District v. California Department of Education (1992) 2 Cal. 4th 251

Hazelwood School District v. Kuhlmeier (1988) 108 S. Ct. 562

Hartzell v. Connell (1984) 35 Cal. 3d 899

Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: November 13, 2019 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Discipline

BP 5144

Students

The Board of Trustees is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent/Principal or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

In addition, the Superintendent/Principal or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Success Teams)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

(cf. 5131.41 - Use of Seclusion and Restraint)

The Superintendent/Principal or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at the school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and district regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 9320 - Meetings and Notices)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Superintendent/Principal or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of

school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

At the beginning of each school year, the Superintendent/Principal or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32289 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

49005-49006.4 Seclusion and restraint

49330-49335 Injurious objects

49550-49564.5 Meals for needy students

52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program

1773 School Breakfast Program

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Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: February 20, 2019 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Bullying

BP 5131.2

Students

The Board of Trustees recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)

(cf. 5136 - Gangs)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent/Principal or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent/Principal or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

If the Superintendent/Principal or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent/Principal or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent/Principal or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

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200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

46600 Student transfers

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

COURT DECISIONS

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Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.common Sense Media.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <https://www.partnerforchildren.org>

U.S. Department of Education: <http://www.ed.gov>

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT
adopted: February 12, 2020 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Positive School Climate

BP 5137

Students

The Board of Trustees desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 5030 - Student Wellness)

(cf. 5131.4 - Student Disturbances)

(cf. 5142 - Safety)

(cf. 5145.3 - Nondiscrimination/Harassment)

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4020 - Drug and Alcohol-Free Workplace)

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.6 - Alcohol and Drugs)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 5131.9 - Academic Honesty)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6141.6 - Multicultural Education)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The Superintendent/Principal or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

(cf. 1240 - Volunteer Assistance)

(cf. 5126 - Awards for Achievement)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5148.2 - Before/After School Programs)

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.5 - Student Organizations and Equal Access)

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The school shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

Staff shall receive professional development designed to improve classroom management, conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

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Preventing Bullying: A Manual for Schools and Communities, 1998

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California Department of Education, Learning Support: <http://www.cde.ca.gov/lr>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education, Office of Safe and Drug-Free Schools:

<http://www.ed.gov/offices/OESE/SDFS>

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: September 9, 2009 Santa Cruz, California

Happy Valley ESD (Santa Cruz)

Board Policy

Uniform Complaint Procedures

BP 1312.3

Community Relations

The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

Complaints Subject to UCP

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

1. Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district-implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000

(cf. 3553 - Free and Reduced Price Meals)
(cf. 3555 - Nutrition Program Compliance)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6171 - Title I Programs)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work-Based Learning)
(cf. 6178.2 - Regional Occupational Center/Program)
(cf. 6200 - Adult Education)

2. Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination (such as discriminatory

harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding-related needs of the student (Education Code 222)

(cf. 5146 - Married/Pregnant/Parenting Students)

4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board-imposed graduation requirements (Education Code 46015)

5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)

(cf. 3260 - Fees and Charges)

(cf. 3320 - Claims and Actions Against the District)

6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education

Code 64000-64001, 65000-65001)

(cf. 0420 - School Plans/Site Councils)

BP 1312.3(c)

UNIFORM COMPLAINT PROCEDURES (continued)

8. Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)

(cf. 6173.1 - Education for Foster Youth)

9. Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6173.3 - Education for Juvenile Court School Students)

10. Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)

11. Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)

(cf. 6152 - Class Assignment)

12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement (Education Code 51210, 51222, 51223)

(cf. 6142.7 - Physical Education and Activity)

13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)

14. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

15. Any other complaint as specified in district policy

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent/Principal or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent/Principal or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent/Principal or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent/Principal or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: (5 CCR 4611)

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division and the appropriate law enforcement agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services and shall, for licensing-exempt facilities, be referred to the appropriate Child Development regional administrator.

3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.

Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with the procedures in AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code 8235.5, 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32280-32289 School safety plan, uniform complaint procedures
 35186 Williams uniform complaint procedures
 46015 Parental leave for students
 48853-48853.5 Foster youth
 48985 Notices in language other than English
 49010-49014 Student fees
 49060-49079 Student records, especially:
 49069.5 Records of foster youth
 49490-49590 Child nutrition programs
 49701 Interstate Compact on Educational Opportunity for Military Children
 51210 Courses of study grades 1-6
 51222 Physical education, secondary schools
 51223 Physical education, elementary schools
 51225.1-51225.2 Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements
 51226-51226.1 Career technical education
 51228.1-51228.3 Course periods without educational content
 52060-52077 Local control and accountability plan, especially:
 52075 Complaint for lack of compliance with local control and accountability plan requirements
 52300-52462 Career technical education
 52500-52616.24 Adult schools
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 59000-59300 Special schools and centers
 64000-64001 Consolidated application process; school plan for student achievement
 65000-65001 School site councils
 GOVERNMENT CODE
 11135 Nondiscrimination in programs or activities funded by state
 12900-12996 Fair Employment and Housing Act
 HEALTH AND SAFETY CODE
 1596.792 California Child Day Care Act; general provisions and definitions
 1596.7925 California Child Day Care Act; health and safety regulations
 PENAL CODE
 422.55 Hate crime; definition
 422.6 Interference with constitutional right or privilege
 CODE OF REGULATIONS, TITLE 2
 11023 Harassment and discrimination prevention and correction
 CODE OF REGULATIONS, TITLE 5
 4600-4670 Uniform complaint procedures
 4680-4687 Williams uniform complaint procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 UNITED STATES CODE, TITLE 20
 1221 Application of laws

1232g Family Educational Rights and Privacy Act
1681-1688 Title IX of the Education Amendments of 1972
6301-6576 Title I Improving the Academic Achievement of the Disadvantaged
6801-7014 Title III language instruction for limited English proficient and immigrant students
UNITED STATES CODE, TITLE 29
794 Section 504 of Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975
12101-12213 Title II equal opportunity for individuals with disabilities
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
99.1-99.67 Family Educational Rights and Privacy Act
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Notification of nondiscrimination on the basis of age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Uniform Complaint Procedure 2020-21 Program Instrument

Sample UCP Board Policies and Procedures

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against

National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Family Policy Compliance Office: <https://www2.ed.gov/policy/gen/guid/fpc/>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/ocr>

U.S. Department of Justice: <http://www.justice.gov>

Policy HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT

adopted: June 10, 2020 Santa Cruz, California

**HAPPY VALLEY ELEMENTARY SCHOOL DISTRICT
2021-2022 SCHOOL CALENDAR
Draft 12/8/2020**

					JULY 2021										JANUARY 2022				
M	T	W	T	F						M	T	W	T	F					
			1	2	July 4 - Independence Day					3	4	5	6	7	Jan 1 - New Year's Day				
5	6	7	8	9						10	11	12	13	14					
12	13	14	15	16						17	18	19	20	21	Jan 17- M.L. King Jr. Day (observed)				
19	20	21	22	23						24	25	26	27	28	Jan 24- 100th day of school				
26	27	28	29	30						31					20 Instructional Days				
					AUGUST 2021										FEBRUARY 2022				
M	T	W	T	F						M	T	W	T	F					
2	3	4	5	6							1	2	3	4					
9	10	11	12	13						7	8	9	10	11	Feb 14- Lincoln Holiday Observed				
16	17	18	19	20	Aug 9&10 - Teacher Workdays					14	15	16	17	18	Feb. 21- Presidents' Holiday				
23	24	25	26	27	Aug11- First Day of School					21	22	23	24	25	Feb 24- End of Second Trimester				
30	31				15 Instructional Days					28					18 Instructional Days				
					SEPTEMBER 2021										MARCH 2022				
M	T	W	T	F						M	T	W	T	F					
		1	2	3	Sept 6 - Labor Day						1	2	3	4	March 3- Report cards go home				
6	7	8	9	10						7	8	9	10	11					
13	14	15	16	17						14	15	16	17	18	March 18- Staff Development Day/No School				
20	21	22	23	24						21	22	23	24	25					
27	28	29	30		21 Instructional Days					28	29	30	31		22 Instructional Days				
					OCTOBER 2021										APRIL 2022				
M	T	W	T	F						M	T	W	T	F					
				1										1					
4	5	6	7	8						4	5	6	7	8	Apr. 4 - Apr. 8- Spring Break				
11	12	13	14	15						11	12	13	14	15					
18	19	20	21	22						18	19	20	21	22					
25	26	27	28	29	21 Instructional Days					25	26	27	28	29	16 Instructional Days				
					NOVEMBER 2021										MAY 2022				
M	T	W	T	F						M	T	W	T	F					
1	2	3	4	5	Nov. 1- Staff Development Day/No School					2	3	4	5	6					
8	9	10	11	12	Nov 5-End of First Trimester					9	10	11	12	13					
15	16	17	18	19	Nov 11- Veteran's Day					16	17	18	19	20	May 26-Last Day of School				
22	23	24	25	26	Nov 15*-19* - Par/Teach Conf.-Early Release					23	24	25	26	27	May 30- Memorial Day				
29	30				Nov 22-26 - Thanksgiving Break					30	31				19 Instructional Days				
					DECEMBER 2021										JUNE 2022				
M	T	W	T	F						M	T	W	T	F					
		1	2	3								1	2	3					
6	7	8	9	10						6	7	8	9	10					
13	14	15	16	17						13	14	15	16	17					
20	21	22	23	24	Dec 20-Dec 31 - Winter Break					20	21	22	23	24					
27	28	29	30	31	13 Instructional Days					27	28	29	30						

Every Friday is a restructured day - Grades 1-6 dismissed at 12:45pm Days Taught 180, Teacher Contract Days 184

**QUARTERLY DISTRICT STATUS REPORT OF UNIFORM COMPLAINTS
TO THE COUNTY SUPERINTENDENT OF SCHOOLS
QUARTER ENDED December 31,**

DISTRICT: Happy Valley Elementary **Date Reported to District Governing Board** February 10, 2021

I. INSTRUCTIONAL MATERIALS

A) Insufficient text books or instructional materials in classroom:

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
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- **Explanation:** _____

B) Insufficient textbooks or instructional materials to take home:

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
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- **Explanation:** _____

C) Textbooks or instructional materials in poor or unusable condition:

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
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- **Explanation:** _____

II. TEACHER VACANCY OR MISASSIGNMENT

A) No assigned certified teacher at beginning of semester:

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
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- **Explanation:** _____

**B) Teacher lacking credentials or training to teach English Language Learners (ELL) with
More than 20% Ell in class:**

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
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- **Explanation:** _____

D) Teacher instructing class lacking subject matter competency:

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
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- **Explanation:** _____

III. FACILITIES

A) Conditions pose an emergency or urgent threat to the health or safety of students/staff:

# of Complaints 0	# of Complaints Resolved 0	# of Complaints Unresolved* 0
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- **Explanation:** _____

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2020

District Name: Happy Valley School

Contact Name: Michelle McKinney Phone: 531 429-1456 Email: mmckinney@hvsd.net

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 0430	Comprehensive Local Plan for Special Education		
BP 1312.3	Uniform Complaint Procedures		
AR 1312.3	Uniform Complaint Procedures	Fill in Blanks <u>Superintendent</u> <u>Principal</u> OPTION 1: <input type="checkbox"/> OPTION 2: <input type="checkbox"/>	
BP 4119.25 4219.25 4319.25	Political Activities of Employees		
AR 4119.25 4219.25 4319.25	Political Activities of Employees		
BP 4140 4240 4340	Bargaining Units		
BP 5113.2	Work Permits		
AR 5113.2	Work Permits		
BP 5126	Awards for Achievement		
AR 5126	Awards for Achievement		
BP 5141.31	Immunizations		
AR 5141.31	Immunizations		
BP 5148.3	Preschool/Early Childhood Education		

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2020

District Name: Happy Valley School

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 5148.3	Preschool/Early Childhood Education		
BP 6146.1	High School Graduation Requirements	Fill in Blanks <hr/> <hr/> <hr/>	
BP 6146.2	Certificate of Proficiency/High School Equivalency		
AR 6146.2	Certificate of Proficiency/High School Equivalency		
E 6146.2	Certificate of Proficiency/High School Equivalency	NEW EXHIBIT	
BP 6170.1	Transitional Kindergarten		
BB 9012	Board Member Electronic Communications		
BB 9320	Meetings and Notices	Fill in Blanks <hr/> <hr/> <hr/>	

CSBA POLICY GUIDE SHEET

December 2020

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

Regulation updated to reflect **NEW LAW (SB 98, 2020)** which extends, from July 1, 2021 to July 1, 2023, the date by which the Special Education Local Plan Area (SELPA) must include in its local plan an annual assurances support plan demonstrating how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities.

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to reflect the relationship between the state uniform complaint procedures (UCP) and **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** regarding Title IX complaints of sexual harassment. Policy also reflects **NEW STATE REGULATIONS (Register 2020, No. 21)** which limit the applicability of the UCP for complaints regarding special education and child nutrition programs, add procedures for addressing complaints regarding health and safety deficiencies in license-exempt California State Preschool Programs (CSPP), and delete the referral of complaints of fraud to the California Department of Education (CDE). The list of programs subject to the UCP revised and reorganized to more directly reflect CDE's 2020-21 Federal Program Monitoring (FPM) instrument.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to provide optional language stating that the compliance officer for purposes of the UCP will be the same person designated to serve as the Title IX Coordinator for addressing complaints of sexual harassment. Section on "Notifications" reflects CDE's 2020-21 FPM instrument which requires additional content for the annual notification to students, parents/guardians, employees, and others. Regulation also updated to reflect **NEW STATE REGULATIONS (Register 2020, No. 21)** which (1) clarify that for complaints related to the local control and accountability plan (LCAP) the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP, (2) designate the final written decision as the "investigation report" and specifies required components for that report, (3) change the timeline for filing an appeal to CDE from 15 calendar days to 30 calendar days, (4) expand the basis upon which an appeal may be filed, (5) require the district to submit specified documents to CDE within 10 days after the district has been notified that an appeal has been filed, (6) require the district to investigate and address any allegations that CDE determines were not addressed in the district's investigation, (7) require CDE to issue a written decision regarding an appeal within 60 days of CDE's receipt of the appeal unless extended by written agreement or documentation by CDE of exceptional circumstances, and (8) authorize either party to request reconsideration by the Superintendent of Public Instruction or designee within 30 days of the appeal decision. Section on "Health and Safety Complaints for License-Exempt Preschool Programs" reflects a requirement of new state regulations to include in the annual UCP notification a list of which district programs are licensed or exempt from licensing.

Board Policy 4119.25/4219.25/4319.25 - Political Activities of Employees

Policy updated to recognize the importance of employee political activity, voting, and civic engagement, and reflect Pickering v. Board of Education Township High School District regarding the prohibition against dismissing or demoting an employee due to engagement in constitutionally protected political activity.

Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees

Regulation updated to reflect law which makes it a misdemeanor to use any reproduction of the district's seal in any campaign literature or mass mailing with the intent to deceive voters, the prohibition against posting or distributing political campaign materials in classrooms or through distance learning platforms, and the court's decision in San Leandro Teachers Association v. Governing Board of San Leandro Unified School District regarding the district's ability to refuse to permit the use of school mailboxes for union

communications involving candidate endorsements. Regulation also updated to delete material regarding employee organization communications which do not constitute political activity, now addressed in 4140/4240/4340 - Bargaining Units, and to delete material regarding employee activities during a concerted action or work stoppage.

Board Policy 4140/4240/4340 - Bargaining Units

Policy updated to reflect Public Employment Relations Board decisions regarding the wearing of union buttons, clarify material regarding employees in management, senior management, and confidential positions, divide material regarding "Access to Employee Orientations" and "Access to Employee Contact Information," and add section on "Communications with Employees" with material formerly in AR 4119.25/4219.25/4319.25 - Political Activities of Employees.

Board Policy 5113.2 - Work Permits

Policy updated to reflect **NEW LAW (AB 908, 2020)** which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency.

Administrative Regulation 5113.2 - Work Permits

Regulation updated to reflect **NEW LAW (AB 908, 2020)** which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency and provides flexibility in the work permit application process during such a closure. Regulation also updated to clarify that (1) students who have graduated early from high school or have received a certificate of proficiency need a "certificate of age" rather than a work permit to be employed; (2) a work permit is not required for students who are serving with written parent/guardian permission as unpaid trainees, volunteers, or in an in-school placement, nor for students who are employed in agricultural, horticultural, viticultural, or domestic labor during non-school hours when the work is performed for or under the control of the parent/guardian; (3) a student applying for a full-time work permit needs to appear in person with the student's parent/guardian except during an extended school closure; (4) a work permit shall not be denied based on a student's grades, grade point average, or school attendance when a student will be participating in a government-administered employment and training program that will occur during a school vacation or recess; (5) work permits are required to be issued on forms provided by or authorized by CDE; and (6) impairment of a student's health can be the basis for revocation of a work permit.

Board Policy 5126 - Awards for Achievement

Policy updated to add optional language for the presentation of biliteracy awards to students who are English learners upon their reclassification as fluent English proficient. New optional section on "State Seal of Civic Engagement" addresses awards for students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. Policy also clarifies that a district committee established by the board to administer a scholarship and loan fund is subject to the open meeting requirements of the Brown Act.

Administrative Regulation 5126 - Awards for Achievement

Regulation updated to add eligibility criteria for the Golden State Seal Merit Diploma which had been removed while the criteria were in flux. Regulation also adds eligibility criteria for the State Seal of Biliteracy and reflects **NEW LAW (SB 98, 2020)** which authorizes the Superintendent of Public Instruction to provide alternative criteria for students on track to graduate in 2020 or 2021 who were not able to take the English Language Proficiency Assessments for California or who did not receive a letter grade in English language arts due to COVID-19, and waives the requirement to take the California Assessment of Student Performance and Progress for students who were not able to take the exam. New section on "State Seal of Civic Engagement" includes eligibility criteria, clarifies that the state criteria establish a framework for the development of qualifications based on local contexts, and adds material regarding the provision of insignias.

Board Policy 5141.31 - Immunizations

Policy updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** which specify conditions under which a medical exemption is effective. Policy also deletes outdated date regarding immunization requirements for enrollment or advancement to grade 7.

Administrative Regulation 5141.31 - Immunizations

Regulation updated to delete outdated material regarding immunization requirements for enrollment or advancement to grade 7, and to add material regarding immunization records and the California Immunization Registry (CAIR). Regulation also updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** addressing medical exemptions, including provisions that (1) medical exemption requests must be made by a licensed physician or surgeon on an electronic, standardized, statewide form developed by the California Department of Public Health (CDPH) and transmitted using CAIR; (2) a student who has a medical exemption issued prior to January 1, 2020 must be allowed to continue enrollment until the next grade span, except that after July 1, 2021 a student may not be admitted or advanced to grade 7 unless the student has been immunized as required or a medical exemption form has been filed; (3) temporary exemptions cannot exceed one year and all medical exemptions cannot extend beyond the grade span; (4) medical exemptions may be revoked by CDPH if it is determined that the exemption does not meet applicable criteria; (5) a parent/guardian may appeal the revocation of a student's medical exemption to the Secretary of California Health and Human Services; and (6) districts must annually file the written report on the immunization status of new students to CDPH and the local department of public health.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW STATE REGULATIONS (Register 2020, No. 21)** which establish modifications to the UCP for investigating and resolving complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to clarify that families need to meet at least one of two specified criteria to be eligible for subsidized services. Regulation also reflects **NEW LAW (SB 75, 2019)** which authorizes eligibility for a full-day CSPP without meeting the requirements related to the need for child care services if all families meeting those requirements have been enrolled and establishes enrollment priorities for schools where at least 80 percent of students are eligible for free or reduced-price meals.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to change "foreign language" to "world language" to reflect current terminology in law, add material regarding the provision of credits towards community service hours for completion of a course in community emergency response training, and reflect **NEW LAW (AB 1350, 2020)** which authorizes districts to award a retroactive diploma to students who were in good standing and on track to graduate at the end of the 2019-20 school year but were unable to complete the statewide graduation requirements due to COVID-19.

Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency

Policy updated to clarify the distinction between a certificate of proficiency and a high school equivalency certificate. Policy also reflects that there is a fee for these tests which is waived for homeless or foster youth under 25 years of age who meet all other registration requirements and submit certification of homeless or foster youth status.

Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency

Regulation updated to reflect **NEW LAW (SB 820, 2020)** which requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester, add the requirement that districts develop a consent form that may be used by persons receiving a certificate of proficiency to be exempted from compulsory school attendance, and reflect the two tests currently approved by the State Board of Education for the purpose of attaining a California High School Equivalency Certificate (the General Educational Development test and the High School Equivalency Test).

NEW - Exhibit 6146.2 - Certificate of Proficiency/High School Equivalency

New exhibit presents a sample consent form to be used by students who receive a certificate of proficiency, and their parents/guardians if the student is under 18 years of age, for the purpose of requesting an exemption from compulsory school attendance for the student.

Board Policy 6170.1 - Transitional Kindergarten

Policy updated to clarify that it is only districts with an extended day kindergarten program that are authorized to maintain transitional kindergarten (TK) and kindergarten programs for different lengths of time either at the same or different school sites and reflect **NEW LAW (SB 98, 2020)** which extends, until August 1, 2021, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications.

Board Bylaw 9012 - Board Member Electronic Communications

Bylaw updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. Bylaw reflects **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also references court decisions which clarify that a public official's social media account which includes discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that meeting locations include teleconference locations and reflect **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also updated to clarify the vote requirements for holding a closed session during an emergency meeting and for adjourning or continuing a board meeting to a later time or location.

ReqPay12d

Board Report

Checks Dated 12/01/2020 through 01/31/2021

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-RRMM	Comment	Expensed Amount	Check Amount
957841	12/07/2020	BOOKSHOP SANTA CRUZ	01-9009-0-1110-1000-4300-200-RM06	ROOM 6 BOOKS		376.94
957842	12/07/2020	ESSENTIAL OPERATIONS INC	01-0000-0-0000-8100-5800-200-2801	SEMI ANNUAL SERVICES		520.00
957843	12/07/2020	MRC SMART TECHNOLOGY SOLUTIONS	01-1100-0-0000-7100-5600-200-3000	COPIER USAGE	8.01	
			01-1100-0-0000-7200-5600-200-3000	COPIER USAGE	32.08	
			01-1100-0-1110-1000-5600-200-3000	COPIER USAGE	120.29	160.38
957844	12/07/2020	PACIFIC GAS & ELECTRIC	01-0000-0-0000-8100-5511-200-2801	ELECTRIC	9.85	
				STREET LIGHT	8.60	18.45
957845	12/07/2020	ROBERTSON & ASSOC CPAS	01-0000-0-0000-7191-5809-200-2801	AUDIT		742.50
957846	12/07/2020	SANTA CRUZ MUNICIPAL UTILITIES	01-0000-0-0000-8100-5514-200-2801	WATER		70.15
957847	12/07/2020	SISC 3	01-0000-0- - -9514- - DECEMBER MEDICAL		10,738.00	
			01-0000-0- - -9524- - DECEMBER MEDICAL		3,113.00	13,851.00
957848	12/07/2020	STAPLES CREDIT PLAN	01-1100-0-0000-2700-4350-200-3000	CLASSROOM AND OFFICE SUPPLIES	98.75	
			01-1100-0-0000-7200-4350-200-3000	CLASSROOM AND OFFICE SUPPLIES	32.92	
			01-9009-0-1110-1000-4300-200-RM02	CLASSROOM AND OFFICE SUPPLIES	141.69	273.36
958391	12/14/2020	ARTURO RIVERA MORALES	01-0000-0-0000-8100-5524-200-2801	JANITORIAL SERVICE NOVEMBER		1,500.00
958392	12/14/2020	AT&T	01-0000-0-0000-2700-5900-200-2801	PHONE	106.62	
			01-0000-0-0000-7200-5900-200-2801	PHONE	35.54	142.16
958393	12/14/2020	Frier, Caroline K	01-3215-0-1110-1000-4300-200-0000	TPT COVID FUNDS DISTANCE LEARNING		105.22
958394	12/14/2020	GREENWASTE RECOVERY INC	01-0000-0-0000-8100-5523-200-2801	GARBAGE SERVICE		444.96
958395	12/14/2020	JOHNSON CONTROLS SECURITY	01-0000-0-0000-8100-5800-200-2801	COMPUTER LAB ALARM		117.20
958396	12/14/2020	Keenan, Kelly A	01-3215-0-1110-1000-4300-200-0000	TPT COVID FUNDS DISTANCE LEARNING		71.98

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ReqPay12d

Board Report

Checks Dated 12/01/2020 through 01/31/2021

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
958397	12/14/2020	Ruwe, Carey L		01-3215-0-1110-1000-4300-200-0000 MATERIALS AND SUPPLIES, COVID - DISTANCE LEARNING	6.80	
958398	12/14/2020	US BANK		01-9009-0-1110-1000-4300-200-RM04 MATERIALS AND SUPPLIES, COVID - DISTANCE LEARNING	64.72	71.52
958399	12/14/2020	US BANK EQUIPMENT FINANCE		01-0000-0-0000-2700-5900-200-2801 SURVEY, CONF. POSTAGE	38.79	
				01-0000-0-0000-7200-5200-200-2801 SURVEY, CONF. POSTAGE	22.02	
				01-0000-0-0000-7200-5900-200-2801 SURVEY, CONF. POSTAGE	4.26	65.07
959038	12/21/2020	BECK, SARAH		01-1100-0-0000-7100-5600-200-3000 COPIER LEASE	33.14	
				01-1100-0-0000-7200-5600-200-3000 COPIER LEASE	132.54	
				01-1100-0-1110-1000-5600-200-3000 COPIER LEASE	497.04	662.72
959039	12/21/2020	DASSEL'S PETROLEUM		01-0000-0-0000-2700-5800-200-2801 COPYING SERVICE		187.50
959040	12/21/2020	Dodan, Lindsey A		01-0000-0-0000-8100-5511-200-2801 PROPANE TANK ONE RENTAL FEE	54.51	
				PROPANE TANK TWO RENTAL FEE	54.51	109.02
959041	12/21/2020	Lynd, Paige L		01-3215-0-1110-1000-4300-200-0000 DISTANCE LEARNING COVID	74.24	
				01-9009-0-1110-1000-4300-200-RM03 REIMBURSE CLASS SUPPLIES	51.32	125.56
959042	12/21/2020	PACIFIC GAS & ELECTRIC		01-0000-0-0000-7200-5200-200-2801 MILEAGE		112.13
959043	12/21/2020	ROBERTSON & ASSOC CPAS		01-0000-0-0000-8100-5511-200-2801 PUMPHOUSE		25.99
959044	12/21/2020	Royer, Kate		01-0000-0-0000-7191-5809-200-2801 FINAL AUDIT		2,227.50
959045	12/21/2020	Ruwe, Carey L		01-3215-0-1110-1000-4300-200-0000 DISTANCE LEARNING MATERIAL		24.75
959046	12/21/2020	WATSON, ERIKA		01-3215-0-1110-1000-4300-200-0000 DISTANCE LEARNING COVID		100.60
959908	01/11/2021	AT&T		01-0000-0-0000-8100-5800-200-2801 YARD MAINT		90.00
				01-0000-0-0000-2700-5900-200-2801 PHONE	103.49	
				01-0000-0-0000-7200-5900-200-2801 PHONE	34.50	137.99

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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Page 2 of 4

002 - Happy Valley Elementary School District

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Board Report

Checks Dated 12/01/2020 through 01/31/2021

Check Number	Check Date	Pay to the Order of	FF-RRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
959909	01/11/2021	B&H FOTO & ELECTRONICS CORP	01-1100-0-0000-2700-4350-200-3000	OFFICE HEADSETS SAFETY		287.31
959910	01/11/2021	CA DEPART OF TAX AND FEE ADMIN	01-0000-0- - -9580- -	USE TAX FOR 2020		103.00
959911	01/11/2021	CARLY PERLMAN	01-6512-0-5770-3120-5800-200-0000	DEC COUNSELING SERVICES		120.00
959912	01/11/2021	DeMeyer-Guyer, Sarah E	01-9009-0-1110-1000-4300-200-RM06	ROOM 6 MATERIALS AND SUPPLIES		26.19
959913	01/11/2021	Document Tracking Services	01-0000-0-0000-7200-5800-200-2801	DOCUMENT TRACKING SERVICES		395.00
959914	01/11/2021	JOHNSON CONTROLS SECURITY	01-0000-0-0000-8100-5800-200-2801	COMPUTER LAB ALARM		117.20
959915	01/11/2021	LYND, HOLLY	01-0000-0-0000-2700-5800-200-2801	COPYING SERVICE		52.50
959916	01/11/2021	PACIFIC GAS & ELECTRIC	01-0000-0-0000-8100-5511-200-2801	ELECTRIC	395.25	
959917	01/11/2021	SANTA CRUZ MUNICIPAL UTILITIES		STREET LIGHT	8.60	403.85
959918	01/11/2021	SISC 3	01-0000-0-0000-8100-5514-200-2801	WATER		70.15
959919	01/11/2021	STAPLES CREDIT PLAN	01-0000-0- - -9514- - JANUARY 2021 MEDICAL		10,738.00	
			01-0000-0- - -9524- - JANUARY 2021 MEDICAL		3,113.00	13,851.00
959920	01/11/2021	US BANK	01-1100-0-0000-2700-4350-200-3000	MATERIALS AND SUPPLIES	86.44	
			01-1100-0-0000-7200-4350-200-3000	MATERIALS AND SUPPLIES	28.81	
			01-9009-0-1110-1000-4300-200-RM02	MATERIALS AND SUPPLIES	105.40	220.65
960371	01/19/2021	ARTURO RIVERA MORALES	01-0000-0-0000-2700-5900-200-2801	MISC SCHOOL - CARES, SUB, WORKSHOP	26.00	
960372	01/19/2021	DeMeyer-Guyer, Sarah E	01-0000-0-0000-7200-5800-200-2801	MISC SCHOOL - CARES, SUB, WORKSHOP	25.00	
			01-3215-0-0000-2700-4350-200-0000	MISC SCHOOL - CARES, SUB, WORKSHOP	29.99	80.99
			01-0000-0-0000-8100-5524-200-2801	DECEMBER JANITORIAL SERVICE		1,400.00
			01-9009-0-1110-1000-4300-200-RM06	MATERIALS AND SUPPLIES ROOM 6		47.49

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002 - Happy Valley Elementary School District

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Board Report

Checks Dated 12/01/2020 through 01/31/2021

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y.GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
960373	01/19/2021	EMPLOYMENT DEVELOPMENT DEPT	01- - - - -9515- -4TH QUARTER SUI			103.42
960374	01/19/2021	MRC SMART TECHNOLOGY SOLUTIONS	01-1100-0-0000-7100-5600-200-3000 COPIER USAGE		20.16	
			01-1100-0-0000-7200-5600-200-3000 COPIER USAGE		80.66	
960375	01/19/2021	US BANK EQUIPMENT FINANCE	01-1100-0-1110-1000-5600-200-3000 COPIER USAGE		302.48	403.30
			01-1100-0-0000-7100-5600-200-3000 COPIER LEASE		35.79	
			01-1100-0-0000-7200-5600-200-3000 COPIER LEASE		143.16	
			01-1100-0-1110-1000-5600-200-3000 COPIER LEASE		536.87	715.82
961013	01/25/2021	DeMeyer-Guyer, Sarah E	01-9009-0-1110-1000-4300-200-RM06 ROOM 6 MYSTERY SCIENCE			53.50
961014	01/25/2021	JOHNSON CONTROLS SECURITY	01-0000-0-0000-8100-5800-200-2801 COMPUTER LAB ALARM			117.20
961015	01/25/2021	PACIFIC GAS & ELECTRIC	01-0000-0-0000-8100-5511-200-2801 PUMP HOUSE			28.71
961016	01/25/2021	Royer, Kate	01-3215-0-0000-2700-4350-200-0000 REIMBURSE ROOM 1 SUPPLIES AND COVID DISTANCE		15.31	
			01-9009-0-1110-1000-4300-200-RM01 REIMBURSE ROOM 1 SUPPLIES AND COVID DISTANCE		25.97	41.28
Total Number of Checks					48	40,973.21

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	48	40,973.21
Total Number of Checks		48	40,973.21
Less Unpaid Tax Liability			.00
Net (Check Amount)			40,973.21

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002 - Happy Valley Elementary School District

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Page 4 of 4

Happy Valley Elementary School School Accountability Report Card Reported Using Data from the 2019-2020 School Year Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Happy Valley Elementary School
Street	3125 Branciforte Dr.
City, State, Zip	Santa Cruz, CA 95065-9775
Phone Number	(831) 429-1456
Principal	Michelle McKinny, Superintendent/Principal
Email Address	mmckinny@hvesd.com
Website	www.hvesd.com
County-District-School (CDS) Code	44697576049571

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Happy Valley Elementary School District
Phone Number	(831) 429-1456
Superintendent	Michelle McKinny
Email Address	mmckinny@hvesd.com
Website	www.hvesd.com

School Description and Mission Statement (School Year 2020-2021)

School Profile

Small School, Big Goals, Amazing Results

Happy Valley School, the only school in the Happy Valley School District, is one of four single-school districts in the county. It is located approximately three miles north of Santa Cruz. Student enrollment totals approximately 106 students in grades kindergarten through six. Seven percent of the students attending Happy Valley School are minorities, predominately Hispanic and Asian.

Mission Statement

Happy Valley School's mission is to educate the whole child in a small, safe, community supported school that provides a solid foundation to achieve academic, social and emotional success.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	18
Grade 1	16
Grade 2	15
Grade 3	15
Grade 4	18
Grade 5	19
Grade 6	12
Total Enrollment	113

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.9
Asian	1.8
Hispanic or Latino	8
White	69
Two or More Races	18.6
Socioeconomically Disadvantaged	6.2
English Learners	1.8
Students with Disabilities	8
Homeless	

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	8	8	8	8
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 9/2020

Happy Valley Elementary held a public hearing on September 9, 2020, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas and Pinnell Adopted 2019 Lucy Calkins Writers Workshop Adopted 2018 SIPPS Adopted 2020	Yes	0.0%
Mathematics	Engage NY Adopted 2017 TTP Adopted 2018 Zearn Adopted 2020	Yes	0.0%
Science	Foss Science Kits - NGSS Standards Aligned Adopted October 2018 Mystery Science Adopted 2017	Yes	0.0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Scott Foresman Adopted 2006 Teacher's Curriculum Institute Adopted 2006	Yes	0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

We have six adequate classrooms, a small annex for use by adults, a kitchen, a music/art building, a technology center, a Resource/Speech building, and a multipurpose classroom/library. A performing arts stage was funded jointly by the Parents' Club and community donations and built with volunteer labor. The music/art center was funded and built the same way. The Resource/Speech building houses our Resource Specialist, Speech Therapist and Writing Center. The multipurpose classroom/library building provides space for small groups as well as library, performing arts, and physical education.

School Facility Conditions – Results of Inspection and Evaluation

Data reported are the determination of good repair as documented in a completed Facility Inspection Tool, including the school site inspection date, the Interim Evaluation Instrument completion date, and the date of any remedial action taken or planned. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 3/5/2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Annex: mouse droppings found, electric mouse trap set Garage: rat/mouse droppings in garage, traps set
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	85	N/A	85	N/A	50	N/A
Mathematics (grades 3-8 and 11)	79	N/A	79	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	88	N/A	88	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Prior to the March 16, 2020 countywide school closures, Happy Valley School District was preparing models to execute conversion to K-6 Distance Learning. We benefitted significantly from countywide collaboration with all District Superintendents and the Santa Cruz County Office of Education. The early determination to work collectively accelerated the distance learning conversion and enhanced our ability to serve all students and families. HVESD staff developed and fully committed to our mission statement: "Happy Valley School's mission is to educate the whole child in a small, safe, community based school that provides a solid foundation to achieve academic, social, and emotional success."

We began stakeholder engagement in the spring of 2020 eliciting feedback from parents and students via a survey. Parent advisory and parent advisory meetings were held via zoom to allow the community to share the impact of distance learning and make recommendations. Stakeholder engagement continued through summer including parent meetings and surveys to review the plan for reopening schools. The district/school leadership and staff reviewed the data from stakeholder groups and included those recommendations in the Learning Continuity Plan which was approved by the HVESD board on July 29, 2020. The parents were sent two edifications of the draft in the month of July with the ability to provide feedback. The final plan was emailed to all parents and is on the HVESD Website.

In the June survey, The majority of parents surveyed indicated they would prefer an option to have students participate through in-person instruction this fall. Parents expressed concern about student engagement and asked for a daily schedule and synchronous instruction. 85% of parents surveyed stated that they want to have regular communication between school and home as well opportunities for parents to learn how best to support their students in the virtual classroom environment. Parents expressed concern about students falling behind and/or starting school in different cohorts. When the plan was to open up school on a hybrid model, each primary class had no more than nine students to a cohort and upper grades had no more than 13 to a cohort. When we had to pivot to distance learning, emails, town halls and news blasts were sent to the parents to prepare them for distance learning which includes synchronous and asynchronous learning, daily schedules of 180 minutes for Kindergarten, 230 for 1st through 3rd, and 240 for 4th through 6th. Each child will check in with the teacher each day via ZOOM and eventually, students will have one on one meetings with their teachers.

Parent representatives are an integral part of the School Site Council. An equal number of parents and staff members develop and review school surveys and the LCAP. All parents are members of the HVS Parents' Club, which raises a significant amount of funds to support both classroom and co-curricular activities. HVS Parents' Club continues to hold monthly Parent Club meetings via ZOOM. The Parent Club is also reaching out to parents via a survey to determine need for additional art and movement videos during distance learning.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	0.0	0.0	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Safety of students and staff is a primary concern of Happy Valley Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on January 30, 2020 by the School Site Council and adopted by the Board on February 12, 2020. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lock down drills are held once a year. Students are supervised before and after school by certificated staff, classified staff and the principal.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	8	2			15	1			18		2	
1	15	1			17	1			16	2		
2	20	1			15	1			23	1		1
3	19	1			19	1			15	2		
4	19	1			17	1			18	1		
5	8	2			16	1			10	2		
6	17	1			9	1			12	1		
Other**									25		2	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,020.32	\$2783.68	\$10,236.65	\$62,172
District	N/A	N/A	\$10,236.65	\$65,880
Percent Difference - School Site and District	N/A	N/A	0.0	-7.5
State	N/A	N/A	\$7,750	\$71,448
Percent Difference - School Site and State	N/A	N/A	30.8	-4.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

In addition to general state funding, Happy Valley Elementary receives state and federal funding for the following categorical funds and other support programs:

REAP

Title II, Part A (Teacher Quality)

Title I, Part A

Lottery

Special Ed Funding (State and Federal)

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,099	\$46,965
Mid-Range Teacher Salary	\$64,807	\$67,638
Highest Teacher Salary	\$85,835	\$88,785
Average Principal Salary (Elementary)		\$112,524
Average Principal Salary (Middle)		\$117,471
Average Principal Salary (High)		
Superintendent Salary	\$153,902	\$128,853
Percent of Budget for Teacher Salaries	32.0	30.0
Percent of Budget for Administrative Salaries	10.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	2	6

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then share their experiences and knowledge with district colleagues. The district dedicated three staff development days in 2018-2019, with the topic for staff development being Lucy Calkins Writer Workshop. In 2019-2020 the district dedicated 2 days for staff development, one day was dedicated to Foss Science and one day was dedicated to Distance Learning due to school closure/distance learning due to COVID-19. In 2020-2021 the district has dedicated six days for Distance Learning and Hybrid Models of Instruction.