

**HAPPY VALLEY SCHOOL DISTRICT
BOARD OF TRUSTEES
June 17, 2026
3:30 pm, Multi-Purpose Room
Regular Board Meeting
Agenda**

A. Approval of Agenda

B. Approval of Minutes- Regular Board Meeting, June 10, 2026

C. Community Input

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

D. Board Report

E. Superintendent's Report

F. Action Items

1. Approval of the 2026/2027 Local Control and Accountability Plan (LCAP)

The Board will consider approval of the 2026/2027 Local Control and Accountability Plan, which includes LCFE Budget Overview for Parents (BOP).

2. Local Indicators

The Board will consider approval of Local Indicators.

3. Approval of the 2026/2027 Budget

The Board will consider approval of the 2026/2027 Budget.

G. Consent Items

1. MOU with Scotts Valley Unified School District, Title III
2. Contract with Ohlsen Foods for the 2026-2027 school year
3. Approval of vendor warrants paid since the last meeting

H. Communications and Announcements

1. Aug. 12- First Day of School
2. Aug. 12- Board Meeting, 3:30 pm, MPR
3. Aug. 26- Picture Day, 8:30 am, Stage

I. Closed Session

1. Superintendent Contract
2. Negotiations

J. Adjournment

Happy Valley School District
Regular Board Meeting
June 10, 2026
MINUTES

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

BOARD MEMBERS PRESENT: Hodges, Freeman, Stahl, Yegge

BOARD MEMBERS ABSENT: Willet

STAFF MEMBERS PRESENT: Stewart, Lynd

- A. APPROVAL OF THE AGENDA
MSC FREEMAN/STAHL to approve the Board Meeting agenda as written. Unanimous.
- B. APPROVAL OF THE MINUTES
MSC STAHL/FREEMAN to approve the minutes from the Regular Board Meeting May 13, 2026. Unanimous.
- C. COMMUNITY INPUT
A community member informed the Board of the following:
1. Input from the community BBQ showed an interest in having future Board meetings held at the Fire Department.
 2. A farm stand is in the works down the street from the school.
 3. A flea market at the school would be a way for the Parent Club to possibly make money.
- D. BOARD REPORT
David Stahl reported that he attended the dinner at the COE for math curriculum overview.
- E. SUPERINTENDENT'S REPORT
Michelle Stewart informed the Board of the following:
1. Successful and eventful end of year that included the following: talent show, music concert, Principal for a day, wildlife assembly, all school fieldtrip, and the fire truck on the last day of school.
 2. The following upgrades are happening on campus: Cal Fire came was here for two days to clean the entire property, gopher mitigation began on the field and our cleaning service will begin deep cleaning over the summer.
 3. Our students performed very well on report cards and preliminary state and ELPAC testing.
 4. Appointed to the SSDA school board and will represent region 5.
- F. PUBLIC HEARING
MSC STAHL/YEGGE to close the meeting for a Public Hearing at 3:42pm allowing for comment on the following items:

1. PUBLIC HEARING - 2026-2027 LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)
No public comment.
2. PUBLIC HEARING - 2026-2027 BUDGET
No public comment.
3. PUBLIC HEARING - 2025-2026 PROPOSITION 30 FUNDING USAGE AND REPORTING
No public comment.
MSC FREEMAN/STAHL to reopen the meeting at 3:43pm there being no public comment.

G. INFORMATION ITEMS

1. FIRST READING 2026-2027 LOCAL CONTROL AND ACCOUNTABILITY PLAN
The Board received a first reading of the 2026-2027 Local Control and Accountability Plan. Reviewed metrics, action steps, goals and local indicators. There was no further input.
2. FIRST READING 2026-2027 BUDGET
The Board received the first reading of the 2026-2027 Budget. Michelle Stewart explained to the Board Happy Valley's reserves in excess of the minimum and the reasons for the reserves. The 2026-2027 Budget Adoption Statement of Reasons Over Minimum was reviewed, stating the uses for these reserves. The Board recognized the ongoing concern over deficit spending.
3. ENROLLMENT
The Board received an update regarding enrollment for the 26-27 year.
4. FOOD SERVICE
The Board received information regarding food service.

H. ACTION ITEMS

1. RESOLUTION #25-26-09 PROPOSITION 30 FUNDING USAGE AND REPORTING
MSC FREEMAN/HODGES to approve Resolution #25-26-09, 2025-2026 Proposition 30 Funding Usage and Reporting. Unanimous.
2. BOARD RESOLUTION #25-26-10 YEAR END TRANSFERS
MSC FREEMAN/HODGES to approve Resolution #25-26-10, Authorizing Necessary end of year transfers. Unanimous.
3. APPROVAL OF 2026-2027 CARS FOR FUNDING FEDERAL PROGRAMS
MSC FREEMAN/YEGGE to approve the Consolidated Application for Funding Federal Programs for 2026-2027. Unanimous.
4. LEGACY BOARD
A community member spoke on the importance of a Legacy Board to honor those who have made significant financial contributions to the school. There is a community member who would volunteer his wood and carpentry skills to make a legacy board if approved.

MSC STAHL/YEGGE to approve the Legacy Board in the Redwood Grove to

recognize donors to the school. More information will be brought back in the fall including the naming of the board. Unanimous.

5. RESIGNATION

MSC FREEMAN/YEGGE to accept the letter of resignation from a certificated employee. Unanimous.

6. BOARD POLICY UPDATES

There was discussion about possibly moving to SSDA to host Board policies. MSC FREEMAN/HODGES to approve board policy updates. Unanimous.

I. CONSENT AGENDA

MSC FREEMAN/HODGES to approve the following consent items:

1. Contract with Sprouts for the 2026-2027 school year. Unanimous.
2. Vendor warrants paid since the last meeting. Unanimous.

J. COMMUNICATION AND ANNOUNCEMENTS

1. June 17, 2026 - Board Meeting, 3:30pm, MPR

K. CLOSED SESSION

The Board adjourned into closed session at 4:24pm to discuss the following:

1. Superintendent Evaluation
2. Superintendent Contract
3. Negotiations

L. REPORT OUT OF CLOSED SESSION

The Board reported out of closed session at 5:25pm

1. MSC FREEMAN/HODGES to approve the Superintendent/Principal evaluation. Unanimous.
2. The Superintendent contract will be brought back at the June 17, 2026 meeting for approval.
3. Discussion about upcoming negotiations with HVEA.

M. ADJOURNMENT

MSC FREEMAN/STAHL to adjourn the meeting, there being no further business, 5:29pm. Unanimous.

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2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Happy Valley Elementary School District	Michelle Stewart Superintendent/Principal	mstewart@hvesd.com (831) 429-1456

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-25	7.07	91.8						

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Happy Valley Elementary School District Staff work very closely with the families and communities in Happy Valley. Many families volunteer on a regular basis in the classroom and on the school grounds.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Because of small class sizes and overall small school enrollment, teachers and staff regularly communicate and meet with families. Although the percentage of underrepresented families is small, the school makes a concerted effort to connect with these students and their families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The last survey indicated that 97% of families feel that the staff responds appropriately to concerns and questions. 97% of families feel that the newsletter and communications are informative and useful, an increase from the year before.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The Happy Valley Parent Club meetings are attended by the administrator, and teacher representative, and parents. Representatives from Parent Club work with the administrator to create and review the yearly survey.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Because HVS is such a small school district, the parent club and school site council provides the most opportunities for parents to be involved

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. To ensure that students have access to all courses of study and opportunities, 100% of the students enrolled have access to Art, Music, Life Lab, Library, in addition to their core subjects. A master schedule is provided so students who are receiving specialized or supportive services are not pulled out during any of their core or elective subjects.
 2. 100% of all students are enrolled and have access to a broad course of study.
 3. There are no barriers from preventing access to a broad course of study.
 4. Based on stakeholder surveys, over the last year HVS revisited the SEL program, redefined discipline policies and procedures, updated the website and newsletter.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Elementary and Secondary Education Act, Title III, Part A, Limited English Proficient Student Program Consortium

Memorandum of Understanding

This Memorandum of Understanding represents the agreed-upon program, services and products to be provided to limited-English-proficient (called English Learners [ELs] under California laws) students in the Scotts Valley Unified School District (SVUSD), the San Lorenzo Valley Unified School District (SLVUSD), the Pacific Elementary School District (PESD) and the Happy Valley Elementary School District (HVESD). The Scotts Valley Unified School District (SVUSD) will act as lead local education agency (LEA) and member. The consortium shall be named the Santa Cruz County Consortium (The Consortium).

SVUSD will be responsible for acting as the fiscal agent for the Consortium and will file the required expenditure reports and maintain fiscal records. The Consortium will plan to expend all Title III funds during the grant year. SVUSD must continue to serve as the fiscal agent for the Consortium for the duration of the 27 months grant period and/or until all the funds are expended, after which time the California Department of Education (CDE) will bill the SVUSD for any remaining balance.

According to the California Longitudinal Pupil Achievement Data System information submitted by the Members to the CDE, the Santa Cruz County Consortium enrolled EL students, which results in a subgrant amount. In its role as the lead LEA, SVUSD will support a total amount of programs, services, and products as indicated below, determined by the allocation in each district:

- Lead LEA will claim up to 2% Administrative Costs (Grant amount allocation X 2%)
- Reimburse purchase of Spanish/English bilingual dictionaries and bilingual dictionaries in other languages as necessary.
- Reimburse salary of Instructional Assistants for 250 hours of service @ \$20 hour.
- Provide professional development series regarding effective LEP student instructional practices to consortium teachers.

Changes regarding the provision, the scope and/or nature of these services must be made by agreement of the Members. Funds must be used before the 27 months grant period.

In addition to the above services and products, SVUSD will coordinate quarterly meetings for the purpose of assessing the needs of the Consortium. In the event that the Consortium fails to meet the Annual Measurable Achievement Objectives (AMAOs) for one year, all parents of LEP students in the consortium must be notified. Parents of LEP students shall be notified by the Consortium members of each LEA.

In the event that the Consortium fails to meet AMAOs for two consecutive years, the Consortium will meet to develop an LEA Improvement Plan Addendum. SVUSD will coordinate the preparation of the LEA Improvement Plan Addendum and ensure its submission to the CDE. All members are responsible for the implementation of the LEA Improvement Plan Addendum.

Lastly, the SVUSD will be responsible for completing and submitting the Annual Survey and any other evaluation necessary to the CDE. Signature of the LEA representative represents the Consortium has met and conferred and the member LEAs are in agreement to all stated.

This Memorandum of Understanding remains in effect until one or more parties notifies the members of the consortium that they are withdrawing from the agreement.

Signatures of Authorized Representatives:

Print Name Kathy Petersen, SVUSD
Consortium Lead LEA Representative
(Superintendent or Designee)

Kathryn Petersen

Signature of Consortium Lead LEA
Representative (SVUSD)

6/4/26

Date

Print Name: Eric Gross, PESD
Consortium Member LEA Representative
(Superintendent or Designee)

Eric Gross

Signature of Consortium Member LEA
Representative

6/4/26

Date

Print Name: Chris Schiermeyer, SLVUSD
Consortium Member LEA Representative
(Superintendent or Designee)

Chris Schiermeyer

Signature of Consortium Member LEA
Representative

06/04/2026

Date

Print Name: Michelle Stewart, HVESD
Consortium Member LEA Representative
(Superintendent or Designee)

Michelle Stewart

Signature of Consortium Member LEA
Representative

6/4/2026

Date



Happy Valley Elementary School District

Small School, Big Goals, Amazing Results

3125 Branciforte Drive

Santa Cruz, CA 95065

(831)429-1456

www.hvesd.com

Proudly recognized as a California Honor Roll School

Superintendent/Principal

Michelle Stewart

mstewart@hvesd.com

Administrative Assistant

Paige Lynd

plynd@hvesd.com

Lunch Delivery Agreement

This agreement is entered into July 1, 2026, by and between the Happy Valley School District ("District") and Ohlsen Foods (Vendor").

Whereas, Vendor has the capability of providing such service and,

Whereas, District has a present need for daily lunches to Happy Valley Elementary School at 3125 Branciforte Drive, and

Whereas, Vendor is willing to provide such service to the District for \$9.20 per meal.

Now, Therefore the parties hereto agree as follows:

Vendor shall:

1. Prepared enhanced food based meals for the District.
2. Prepare and transport meals in insulated carriers to be delivered no later than 12:05 daily.
3. Vendor will provide food in brown bags and/or plastic baggies.
4. Provide a copy of the monthly printed menu to the District one week prior to the first day of each new menu. Vendor reserves the right to change the menu when necessary and will notify the District of changes as soon as possible.
5. Collect orders online up to one month in advance. Parents will have the option of donating \$0-\$9.20 a meal.
6. Bill the District on a monthly basis for the balance of meals prepared. Should the cost of meals increase to more than \$9.20 a day (without tax), Vendor will inform the District at least 30 days in advance before the increase takes effect.
7. Provide a certificate of Insurance to the District.

District shall:

1. Provide one adult and student helpers to package and deliver lunches.
2. Provide for daily clean-up of the area where meals are served.
3. Provide Vendor with a school calendar and inform Vendor at least one week in advance of any changes therein.
4. Make payment to Vendor within 14 days of receipt of monthly billing.
5. Will pay all sales tax.



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Superintendent/Principal

Michelle Stewart

mstewart@hvesd.com

Administrative Assistant

Paige Lynd

plynd@hvesd.com

Terms:

The terms of this agreement shall be for the period beginning August 12, 2026, to May 28, 2027. It shall be renewed for the following year by July 1, 2027, provided both parties agree to said renewal. Both parties reserve the right to request review of this agreement at any time.

Cancellation:

This agreement may be canceled by either party upon the giving of 90 days written notice to the other party.

In Witness Whereof, the parties hereto have caused this agreement to be executed by their duly authorized officers as of the date set forth above.

Ohlsen Foods

By: _____

Title: _____

Happy Valley School District

By: 

Title: Superintendent/Principal

ReqPay12d

Board Report

Checks Dated 06/01/2026 through 06/09/2026

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-O000-SSS-MMM	Comment	Expensed Amount	Check Amount
1136811	06/01/2026	ABRITE		01-6500-0-5760-1190-5100-200-1304 SPED AIDE		6,342.30
1136812	06/01/2026	AMERGIS HEALTHCARE STAFFING		01-6500-0-5760-1190-5100-200-1304 LO SPED AIDE		1,333.50
1136813	06/01/2026	DISCOUNT SCHOOL SUPPLY		01-9009-0-1110-1000-4300-200-RM05 ROOM 5 MATERIALS AND SUPPLIES		218.01
1136814	06/01/2026	PACIFIC GAS & ELECTRIC		01-0000-0-0000-8100-5511-200-2801 ELECTRIC	308.12	
				01-2600-0-0000-8100-5511-200-0000 ELECTRIC	102.71	410.83
1136815	06/01/2026	Rossi, Angela M		01-2600-0-1110-1000-4300-200-0000 AFTER SCHOOL ENRICHMENT MAT AND SUPPLIES	219.02	
				01-9009-0-1110-1000-4300-200-RM05 ROOM 5 MATERIALS AND SUPPLIES	359.26	578.28
1136816	06/01/2026	Royer, Kate		01-9009-0-1110-1000-4300-200-RM01 ROOM 1 MATERIALS AND SUPPLIES		84.55
1136817	06/01/2026	SANTA CRUZ MUNICIPAL UTILITIES		01-0000-0-0000-8100-5514-200-2801 WATER	160.73	
				01-2600-0-0000-8100-5514-200-0000 WATER	53.57	214.30
1136818	06/01/2026	Willett, Kara E		01-9009-0-1110-1000-4300-200-RM02 ROOM 2 MATERIALS AND SUPPLIES		127.99
1137443	06/08/2026	ADROIT		01-6500-0-5760-3600-5800-200-1304 SPED TRANSPORTATION		2,319.00
1137444	06/08/2026	AMERGIS HEALTHCARE STAFFING		01-6500-0-5760-1190-5100-200-1304 LO SPED AIDE		934.00
1137445	06/08/2026	AT&T		01-0000-0-0000-2700-5900-200-2801 INTERNET		152.81
1137446	06/08/2026	BETHEL JANITORIAL SERVICE		01-0000-0-0000-8100-5524-200-2801 JANITORIAL SERVICES	3,000.00	
				01-2600-0-0000-8100-5524-200-0000 JANITORIAL SERVICES	1,000.00	4,000.00
1137447	06/08/2026	BLUE WATER SEDANS & LIMOUSINES		01-6500-0-5760-3600-5800-200-1304 SPED TRANSPORTATION		2,850.00
1137448	06/08/2026	CARLY PERLMAN		01-6546-0-5760-3120-5800-200-0000 SPED MAY COUNSELING		195.00
1137449	06/08/2026	HANCOCK PARK & DELONG, INC		25-9719-0-0000-8500-5800-200-0000 MODERNIZATION FINANCIAL CONSULT		175.00
1137450	06/08/2026	HONU INTERVENTION, INC		01-6500-0-5760-1190-5100-200-1304 LO SPED AIDE		440.00

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

ReqPay12d

Board Report

Checks Dated 06/01/2026 through 06/09/2026

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMMM	Comment	Expensed Amount	Check Amount
1137451	06/08/2026	OHLSEN FOODS	01-0000-0-0000-3700-5800-200-3007	MAY LUNCHES		2,632.00
1137452	06/08/2026	SISC 3	01- - - - -9531- - JUNE MEDICAL		2,710.00	
1137453	06/08/2026	SPROUTS SC	01- - - - -9541- - JUNE MEDICAL		9,638.00	12,348.00
1137454	06/08/2026	Stewart, Michelle A	01-2600-0-1110-1000-5800-200-0000	MAY AFTER SCHOOL ENRICHMENT PROGRAM		4,540.00
1137455	06/08/2026	US BANK	01-0000-0-0000-7200-5200-200-2801	MILEAGE REIMBURSEMENT APRIL - JUNE		181.11
			01-0000-0-0000-2700-5900-200-2801	ROOM 1, POSTAGE, LCAP STUDENTS, YARD MAINT	117.00	
			01-0000-0-0000-7200-5900-200-2801	ROOM 1, POSTAGE, LCAP STUDENTS, YARD MAINT	39.00	
			01-0000-0-0000-8100-4350-200-2801	ROOM 1, POSTAGE, LCAP STUDENTS, YARD MAINT	121.84	
			01-0700-0-1110-1000-4300-200-2801	ROOM 1, POSTAGE, LCAP STUDENTS, YARD MAINT	44.44	
			01-9009-0-1110-1000-4300-200-RM01	ROOM 1, POSTAGE, LCAP STUDENTS, YARD MAINT	65.85	388.13
1137456	06/08/2026	XEROX CORPORATION	01-1100-0-0000-7100-5600-200-3000	COPIER LEASE AND USAGE	102.24	
			01-1100-0-0000-7200-5600-200-3000	COPIER LEASE AND USAGE	25.57	
			01-1100-0-1110-1000-5600-200-3000	COPIER LEASE AND USAGE	383.42	511.23
				Total Number of Checks	22	40,976.04

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	21	40,801.04
25	CAPITAL FACILITIES	1	175.00
	Total Number of Checks	22	40,976.04
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		40,976.04

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.