

**HAPPY VALLEY SCHOOL DISTRICT
BOARD OF TRUSTEES
June 12, 2024
3:30 pm, Multi-Purpose Room
Agenda**

A. Closed Session

1. Superintendent Evaluation
2. Superintendent Contract

B. Open Session

1. Oral Recommendation regarding Superintendent salary and/or fringe benefits.
2. Ratification of Superintendent's employment agreement per Ed Code 53262.

C. Approval of Agenda

D. Approval of Minutes- Regular Board Meeting, May 8, 2024

E. 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).

F. Board Report

G. Superintendent's Report

H. Public Hearing

1. 2024/2025 Local Control and Accountability Plan (LCAP)

A public hearing will be held to allow for comment on the 2024/2025 Local Control and Accountability Plan.

2. 2024/2025 Budget

A public hearing will be held to allow for comment on the Proposed Budget for the 2024/2025 school year.

3. 2023/2024 Proposition 30 Funding Usage and Reporting

A public hearing will be held to allow for comment on the 2023/2024 Proposition 30 Funding Usage and Reporting.

I. Information Items

1. First Reading 2024/2025 Local Control and Accountability Plan (LCAP)

The Board will have a first reading of the 2024/2025 Local Control and Accountability Plan.

2. Local Indicators, California Dashboard

The Board will receive information regarding Local Indicators for Happy Valley School.

3. LCAP Federal Addendum

The Board will receive information regarding the LCAP Federal Addendum.

4. First Reading 2024/2025 Budget

The Board will have a first reading of the 2024/2025 Budget.

5. Construction Update

The Board will receive an update regarding construction.

J. Action Items

1. Resolution 23-24-09, Proposition 30 Funding Usage and Reporting

The Board will consider approval of Resolution 23-24-09, 2023/2024 Proposition 30 Funding Usage and Reporting.

2. Board Resolution 23-24-10, Year End Transfer

The Board will consider approval of Resolution 23-24-10, Authorizing necessary end-of-year transfers.

3. Board Resolution 23-24-11, Authorizing Annual Transfer of General Fund 01 Funds to Fund 17- Special Reserve Fund for Other Than Capital Outlay Projects

The Board will consider approval of Resolution 23-24-11, Authorizing Annual Transfer of General Fund 01 to Fund 17 Special Reserve Fund for other than Capital Outlay Projects.

4. Board Resolution 23-24-12, Authorizing Annual Transfer of County Endowment Fund 57-Funds to Fund 01-General Fund

The Board will consider approval of Resolution 23-24-12, Authorizing Annual Transfer of money from Fund 57 to Fund 01.

5. Approval of 2024/2025 CARS for Funding Federal Programs

The Board will consider approval of the Consolidated Application for Funding Federal Programs for 2024/2025.

6. 2024/2025 Strategic Plan Draft

The Board will review the 2024/2025 Strategic Plan Draft.

7 Ohlsen Foods Contract

The Board will consider approval of a contract with Ohlsen Foods for the 2024-2025 school year.

8. Furman Construction Inspection Inc. Proposal

The Board will receive and consider approval of the proposal from Furman Construction Inspection Inc. to provide DSA Project Inspection of the Portable Replacement Project at Happy Valley Elementary School.

9. Surplus Chromebooks

The Board will consider approval of recycling obsolete Chromebooks purchased in 2015.

K. Consent Items

1. The Board will consider approval of vendor warrants paid since the last meeting.

L. Communications and Announcements

1. June 18- Board Meeting, 3:30 pm, MPR
2. Aug. 14- First Day of School
3. Aug. 14- Board Meeting, 3:30 pm, MPR

M. Adjournment

Happy Valley School District
Regular Board Meeting
May 8, 2024
MINUTES

The meeting was called to order by the Board President at 3:30pm
BOARD MEMBERS PRESENT: Willet, Hodges, Frandle, Trotter
BOARD MEMBERS ABSENT: Freeman
STAFF MEMBERS PRESENT: Stewart, Lynd, DeMeyer-Guyer
STUDENTS PRESENT: Paige, Charlie

A. APPROVAL OF THE AGENDA

MSC FRANDLE/TROTTER to approve the Board Meeting agenda as written.
Unanimous.

B. APPROVAL OF THE MINUTES

MSC TROTTER/FRANDLE to approve the minutes from the Regular Board Meeting
April 17, 2024. Unanimous.

C. COMMUNITY INPUT

None.

D. BOARD REPORT

1. Carly Trotter reminded the Board of the work day and community BBQ on May 18th.
There is a sign posted at the fire station.
2. Cliff Hodges is reaching out to the community about the BBQ. You don't have to
participate in the work day to come to the BBQ.
3. Cliff Hodges informed the board the new pump for the sprinkler system has been
installed.

E. SUPERINTENDENT'S REPORT

Michelle Stewart informed the Board of the following:

1. This weekend a tree came down on the bridge, and one of our parents, Jesse Juarez,
cleared it.
2. This week is Teacher Appreciation Week and the Parent Club is making the staff
feel honored and supported, from notes to coffee to special snacks, flowers and
a great lunch on Friday.
3. Three students participated as principal for a day.
4. Preparing for construction over the summer.
5. We will be having interviews for the teaching and instructional aide positions soon.
6. Looking forward to the work day and community BBQ.

F. STAFF REPORT

Sarah DeMeyer-Guyer informed the Board of the following:

1. Kindergarten has been graphing.
2. First grade is preparing for Open House.
3. Second grade went to the SLV Museum for a field trip.
4. CAASPP testing for grades 3rd through 6th is finishing up.
5. Room 1 is working on their end of the year play.

G. STUDENT REPORT

Paige and Charlie informed the Board of the following:

1. Room 1 is preparing for their play.
2. Students attended an all school Wild Life Assembly.
3. State testing is done for grades 3rd through 6th.
4. Had a BMX assembly.
5. All school field trip coming up.
6. Thanked the Board for letting them participate in Board meetings during the school year.

I INFORMATION ITEMS

1. POSITIVE CERTIFICATION FOR 2023-2024 SECOND INTERIM FINANCIAL REPORT

The Board received information regarding the Positive Certification of the 2023-2024 Second Interim Financial Report.

2. ENDOWMENT FUND

The Board received an update regarding last quarter's Endowment Fund statement.

3. ENROLLMENT

The Board received an update on the 2024-2025 current enrollment numbers.

4. MODERNIZATION UPDATE

The Board received an update regarding modernization. Excess costs and inflation have created a higher than expected cost for the projects. This coupled with unforeseen costs in the budget have created a short fall.

5. END OF YEAR SURVEY

The Board received results from the End of Year Survey. This includes parents, staff, and student feedback. Information on the ELOP and the School Lunch Programs were also provided.

6. STRATEGIC PLAN 2023-2024

The Board received information regarding goals and action steps from the 2023-2024 Strategic Plan which included: report card data, intervention, PeaceBuilder program and counseling.

J. ACTION ITEMS

1. 2024-2025 STRATEGIC PLAN

The 2024-2025 Strategic Plan will be brought back at a future meeting.
No action taken.

2. FURMAN CONSTRUCTION INSPECTION INC PROPOSAL

MSC TROTTER/HODGES to approve the proposal from Furman Construction Inspection Inc. to provide DSA Project inspection of the Administration Building. Unanimous.

3. BOARD RESOLUTION 23-24-07 AUTHORIZING SIGNATURES TO SIGN PAYROLL AND EXPENDITURE WARRANT ORDERS AND OTHER DISTRICT DOCUMENTS

MSC TROTTER/WILLET to approve Resolution 23-24-07, Authorizing signatures to Sign Payroll and Expenditure Warrant Orders and Other District Documents. Unanimous.

4. BOARD RESOLUTION 23-24-08 ORDERING ELECTION, REQUESTING COUNTY ELECTIONS TO CONDUCT THE ELECTION, REQUESTING CONSOLIDATION OF THE ELECTION, AND SPECIFICATIONS OF THE ELECTION ORDER

MSC WILLET/FRANDLE to approve Resolution 23-24-08, Requesting the County Elections Department to include the office of three incumbent Board members in the upcoming November 2024 elections. Unanimous.

5. CONTRACT WITH BRITE HORIZONS

MSC HODGES/TROTTER to approve an Individual Service Agreement with Brite Horizons. Unanimous.

6. ADROIT CONTRACTS

MSC HODGES/TROTTER to approve Adroit contracts. Unanimous.

7. BOARD POLICY UPDATES

MSC WILLET/TROTTER to approve the Board policy updates. Unanimous.

K. CONSENT ITEMS

MSC WILLET/TROTTER to approve the vendor warrants paid since the last meeting. Unanimous.

L. COMMUNICATION AND ANNOUNCEMENTS

1. May 10, 2024 - Friday Flag, Rainbow Flag Ceremony, 8:20am
2. May 14, 2024 - Spring Concert, 10:40am, Stage
3. May 15, 2024 - Parent Club Meeting, 6:30pm, Via Zoom
4. May 16, 2024 - Open House, 5:30pm
5. May 17, 2024 - Room 1 Play, 9:30am, Stage
6. May 18, 2024 - Workday, 9:30am, Community BBQ, 11:30am, HVS Campus
7. May 20, 2024 - PeaceBuilder Assembly, 11:15am, Stage
8. May 21, 2024 - All School Field Trip, 10:00am, Scotts Valley Park and Cinema
9. May 23, 2024 - 6th Grade Graduation, 5:00pm, Stage
10. May 24, 2024 - Last Day of School, Field Day
11. June 12, 2024 - Board Meeting, 3:30pm, MPR
12. June 18, 2024 - Board Meeting, 3:30pm, MPR

M. CLOSED SESSION

The Board did not adjourn into closed session. Will bring back the Superintendent

Evaluation at the next meeting.

N. ADJOURNMENT

MSC WILLET/TROTTER to adjourn the meeting, there being no further business, 4:43pm. Unanimous.

pl

Posted: May 31, 2024
District Office, Branciforte Fire Dept.
And Happy Valley Conference Center

**Notice of
Public Hearing
June 12, 2024, 3:30 pm
in the Happy Valley Multi-Purpose Room**

The Happy Valley Elementary School District located at

3125 Branciforte Drive, Santa Cruz, CA 95065

will hold a public hearing regarding the 2024/2025 Local Control and
Accountability Plan (LCAP) at the June 12, 2024, Board Meeting which
begins at 3:30 pm. The Public Hearing will be held at approximately 3:45
pm, 06/12/2024.

Posted: May 31, 2024
District Office, Branciforte Fire Dept. and
Happy Valley Conference Center

Notice of Public Hearing June 12, 2024 3:30pm in the Multi-Purpose Room

**The Happy Valley Elementary School District located at
3125 Branciforte Drive, Santa Cruz, CA 95065**

**will hold a public hearing regarding the 2024/2025 Budget at the
June 12, 2024 Board Meeting which begins at 3:30 pm. The Public
Hearing will be held at approximately 3:45 pm, 06/12/2024.**

Posted: May 31, 2024
District Office, Branciforte Fire Dept. and
Happy Valley Conference Center

Notice of Public Hearing June 12, 2024 3:30 pm In the Multi-Purpose Room

**The Happy Valley Elementary School District located at
3125 Branciforte Dr, Santa Cruz, CA 95065**

**will hold a public hearing regarding the 2023-2024 Proposition 30
Funding Usage and Reporting at the June 12, 2024, Board Meeting
which begins at 3:30 pm. The Public Hearing will be held at
approximately 3:45 pm, 06/12/2024.**

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

School Year

2023-24

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

Choose From:

Date of Board Approval

6/12/2024

TITLE II, PART A

Supporting Effective Instruction

LEA Name

Happy Valley Elementary School District

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

CDS Code:

44697576049571

Link to the LCAP:

(optional)

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

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

Alignment

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

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

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

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p>

	<ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

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

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

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

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

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

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

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))

4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student Transitions

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

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

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

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

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

Safe and Healthy Students (ESSA Section 4108)

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

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

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

Effective Use of Technology (ESSA Section 4109)

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

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

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

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

Date of LEA's last conducted needs assessment:

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

California Department of Education
February 2022

**Happy Valley School District
Resolution #23-24-09**

REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund and Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Happy Valley School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Happy Valley School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 12, 2024.

AYES _____

NOES _____

ABSTAIN _____

ABSENT _____

Cliff Hodges, President
Board of Trustees
Happy Valley Elementary School District

Date

Michelle Stewart, Administrator
Secretary to the Board
Happy Valley Elementary School District

Date

Happy Valley School District

Resolution #23-24-10

Authorizing Year End Transfers

Be it hereby resolved that the Happy Valley Elementary School District Board of Trustees authorizes and directs the Santa Cruz County Superintendent of Schools to make the necessary year-end transfers to balance all object categories of the 2023/2024 budget.

This resolution is passed on a motion made by Trustee

And seconded by Trustee _____ at the Regular Board Meeting of June 12, 2024.

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President, Board of Trustees

Secretary, Board of Trustees

Date

HAPPY VALLEY ELEMENTARY SCHOOL
SANTA CRUZ, California

RESOLUTION # 23-24-11
AUTHORIZING ANNUAL TRANSFER OF GENERAL FUND 01 FUNDS TO FUND 17-
SPECIAL RESERVE
FUND FOR OTHER THAN CAPITAL OUTLAY PROJECTS

WHEREAS, Education Code Section 42842 authorizes a school district to establish a Special Reserve Fund for Other Than Capital Outlay Projects (Fund 17); and

WHEREAS, the Special Reserve Fund for Other Than Capital Outlay Projects is used primarily to provide for the accumulation of General Fund monies for general operating purposes and a reserve for economic uncertainties;

NOW, THEREFORE, BE IT RESOLVED that it is the intent of the Happy Valley Elementary School District Governing Board to authorize the 2023/2024 transfer of \$20,000 from the General Fund RS#0000 to the Special Reserve Fund for Other Than Capital Outlay (Fund 17) for the fiscal year 2023/2024;

PASSED AND ADOPTED by the Governing Board of the Happy Valley Elementary School District, County of Santa Cruz, State of California, this 12th day of June 2024 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Michelle Stewart, Superintendent
Secretary, Board of Trustees

Cliff Hodges
President, Board of Trustees

HAPPY VALLEY ELEMENTARY SCHOOL
SANTA CRUZ, California

RESOLUTION # 23-24-12
AUTHORIZING ANNUAL TRANSFER OF COUNTY ENDOWMENT FUND 57 -
FUNDS TO FUND 01- GENERAL FUND

WHEREAS, Fund 57 was established to hold donation funds for use in supporting the educational programs of the Happy Valley Elementary School District;

WHEREAS, it is determined annual 2023/2024 budgeted amount of \$63,564.10 for the transfer of Endowment Fund – Fund 57 funds to the General Fund – Fund 01 for the support of educational programs in the General Fund is necessary;

NOW, THEREFORE, BE IT RESOLVED that it is the intent of the Happy Valley Elementary School District Governing Board to authorize the 2023/2024 transfer of \$63,564.10 from the Endowment Fund 57 (County Auditor Held funds) to the General Fund -Fund 01 – Resource RS#0000 for the fiscal year 2023/2024;

PASSED AND ADOPTED by the Governing Board of the Happy Valley Elementary School District, County of Santa Cruz, State of California, this 12th day of June 2024 by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

Michelle Stewart, Superintendent
Secretary, Board of Trustees

Cliff Hodges
President, Board of Trustees

2024–25 Certification of Assurances

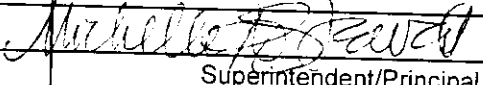
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Michelle Stewart
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent/Principal
Authorized Representative's Signature Date	05/09/2024

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office. MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Michelle Stewart
Authorized Representative's Title	Superintendent/Principal
Authorized Representative's Signature Date	05/09/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	09/15/2023
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Michelle Stewart
Authorized Representative's Title	Superintendent/Principal

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No
Title V, Part B Subpart 1 Small, Rural School Achievement Grant	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

ESSA Sec. 5211 SACS 5810	
--------------------------	--

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

- Y1: meaningful consultation occurred
 - Y2: timely and meaningful consultation did not occur
 - Y3: the program design is not equitable with respect to eligible private school children
 - Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children
- Add non-attendance area school(s) No

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

*****Warning*****
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024-25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$1,940
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$1,940

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$1,818

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$122
Equitable services for nonprofit private schools	\$0
Total expenditures	\$1,940
2023–24 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Michelle
Homeless liaison last name	Stewart
Homeless liaison title	Superintendent/Principal
Homeless liaison email address (Format: abc@xyz.zyx)	mstewart@hvesd.com
Homeless liaison telephone number (Format: 999-999-9999)	831-429-1456
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	10/26/2016
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	\$2,427
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$2,427

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$2,250

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$177
Equitable services for nonprofit private schools	\$0
Total expenditures	\$2,427
2022–23 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

HVESD Strategic Plan 2024-25

Our Mission

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.

Our Vision

Happy Valley will be a place where all students will be prepared for academic, social, and emotional success for the next stages of life and school.

Our Core Values

- Provide an exceptional education with high expectations
- Value honesty and integrity
- Engage our diverse community
- Cultivate aware and involved citizens
- Recruit, retain and support high quality staff
- Honor students as individuals with a focus on the whole child
- Foster a small school environment
- Provide a safe place both academically and emotionally
- Create a growth mindset

Happy Valley Goals

I. Student Achievement and Engagement

- Provide differentiation for all students
- Provide extra curricular activities such as garden, library, art and music
- Evaluate current teaching practices and investigate curriculum that supports all learners
- Provide social and emotional supports for all students

II. Fiscal Stewardship

- Maintain balanced budget
- Provide safe and well-maintained facilities

III. Public Relations

- Communicate transparently to the school community about important Board decisions
- Support community engagement and Provide events where the community is invited (i.e. Heroes of Happy Valley)
- Collaborate with the HVES Parent Club
- Participate in work days that enhance the campus

IV. Human Resources

- Retain, recruit (when necessary) and support high quality staff
- Create positive relations between the staff and school board

Please see action steps and metrics below.

Goal I. Student Achievement and Engagement

Action Step 1: Provide Differentiation for All Students	
Metrics, Measurement	Benchmark/ report card data Intervention schedule
Baseline	Fall 2024 Intervention provided 2.5 days per week, in every classroom. Students of greatest need are given first priority.
2024-25 Tasks	Fall: Report to Board of benchmark and report card data, CAASPP results Schoolyear: Provide disaggregated data that includes all levels of learners. EOY: Report to Board: Intervention Program and results

Action Step 2 Evaluate Current Teaching Practices and Investigate Curriculum that Supports All Learners	
Metrics, Measurement	Benchmark/ report card data CAASPP scores
Baseline	Benchmark/ report card data shows maintenance of grades and results. CAASPP scores have dropped in ELA and maintained in math.
2024-25 Tasks	Schoolwide Math focus Regular updates to the board on benchmarks , trainings and actions

Action Step 3: Provide Extra Curricular Activities	
Metrics, Measurement	Schedule of pull outs and after school activities Survey of students/parents/teachers
Baseline	All students invited to Sprouts Day Camps. The District covered the cost for students in need. 2023-24 After School care for Kindergarten-6th grade daily. District covers the cost of students in need.

2024-25 Tasks	Report to Board: Survey results, after school activities and participation
---------------	--

Action Step 4: Provide Social and Emotional Supports for All Students	
Metrics, Measurement	Counseling program Information about PeaceBuilder Program Parent, staff and student surveys
Baseline	2023-24: Fall=12 students 2023 Parent Survey: 94% believe their social and emotional needs are met. Best practices and training shared at staff and aide meetings.
2024-25 Tasks	Report to Board: PeaceBuilder and Counseling program Report to Board: Survey Results

Goal II. Fiscal Stewardship

Action Step 1: Maintain Balanced Budget	
Metrics, Measurement	Board Reports Positive certification from the COE
Baseline	2023-24 Adopted Budget: Positive certification from the COE Concern about MYP
2024-25 Tasks	Seek to make cuts Consider Bond in the future Report to the Board: Positive Certification from COE

Action Step 2: Provide Safe and Well-Maintained Facilities	
Metrics, Measurement	SARC Workmans' Comp
Baseline	Summer 2023 Maintenance Worker hired Ongoing list of needs Regular janitorial support in classrooms

2024-25 Tasks	Hire a part time maintenance worker to maintain facilities and look for safety and maintenance needs. Modernization Project Evaluate services and outcome of projects.
---------------	--

Goal III. Public Relations

Action Step 1: Support Community Engagement and Provide Events that the Community is invited to (i.e. Heroes of Happy Valley)	
Metrics, Measurement	List of events
Baseline	2023 there were 2 field days Calendar of events shared with board members (ie. Redwood Gala)
2024-25 Tasks	Reengage Board presence at all events Consider outside school community events Discuss fundraising Review tenants and by-laws of Heroes of Happy Valley.

Action Step 2 Collaborate with the HVES Parent Club	
Metrics, Measurement	Agendas Events
Baseline	Regular involvement of board, staff and administration at Parent Club meetings and functions May 2023 Community BBQ
2024-25 Tasks	Outreach to Parent Club (possible committees, including fundraising) Provide yearly calendar Regular report from Parent Club Representative Board members to attend Parent Club Meetings

Action Step 3: Communicate Transparently to the School Community About Important Board Decisions	
Metrics, Measurement	Newsletters Website Community response at Board Meetings
Baseline	Weekly Newsletters
2024-25 Tasks	Provide monthly board meetings on the Friday newsletter Respond to parents as needed. Coffee with the Superintendent/Principal monthly; board members may join???

Goal IV. Human Resources

Action Step 1: Retain, Recruit (when necessary) and Support High Quality Staff	
Metrics, Measurement	Salary Schedule List of retention of teachers CBA
Baseline	2024 1 new teachers 1% raise
2024-25 Tasks	Maintain current practices

Action Step 2: Create Positive Relations Between the Staff and School Board	
Metrics, Measurement	Staff reports at Board meetings Surveys
Baseline	2023 40% of Board attended beginning of the year breakfast 2024 1 Board member attended 6th grade graduation 2024 All board members participated in the Community BBQ and work day
2024-25 Tasks	Possible Board Retreats Attend beginning of the year breakfast, other events available

Last Approval Date:



Superintendent/Principal
Michelle Stewart
mstewart@hvesd.com

Happy Valley School

A California Distinguished School
Small School, Big Goals, Amazing Results
3125 Branciforte Drive
Santa Cruz, CA 95065
(831)429-1456



Administrative Assistant
Paige Lynd
plynd@hvesd.com

Lunch Delivery Agreement

This agreement is entered into July 1, 2024, 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 District for \$6.00 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-\$6 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 \$6.00 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.



Superintendent/Principal
Michelle Stewart
mstewart@hvesd.com

Happy Valley School
A California Distinguished School
Small School, Big Goals, Amazing Results
3125 Branciforte Drive
Santa Cruz, CA 95065
(831)429-1456



Administrative Assistant
Paige Lynd
plynd@hvesd.com

Terms:

The terms of this agreement shall be for the period beginning August 14, 2024, to May 30, 2025. It shall be renewed for the following year by July 1, 2025, 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: Michelle Stewart

Title: Superintendent



May 17, 2024

Mr. Casino Fajardo
Cumming Group c/o
Happy Valley Elementary School
District
3125 Branciforte Dr.
Santa Cruz, CA 95065

Re: Inspector of Record Services for the Happy Valley ES Portable Replacement Project, DSA Application #01-118440

Dear Mr. Fajardo,

Thank you for the opportunity to provide a proposal for the referenced project.

Furman Construction Inspection Inc (FCI) proposes to provide DSA Project Inspection at the referenced project for a fee of \$14,400. This equates to 10 inspection hours per week at a rate of \$120/hr. for the anticipated 12 weeks of construction.

The proposed inspector for the project will be Jerry Furman, Class 1 IOR No. 4334

Included in the proposal are all necessary equipment and supplies to perform inspections and maintain project files/ document submissions as required per DSA IR A-8. The District or CM to provide 1/2 size set of drawings to the IOR. This proposal does not include Special Inspection or Geotechnical requirements as listed on the DSA form 103.

FCI will not charge travel time for local inspections. If necessary FCI and the District will negotiate any out-of-town inspection services.

FCI will maintain all District required Insurance.

The project will be invoiced monthly. Final payment will be invoiced upon submission of the project inspectors DSA 6PI.

Please feel free to contact me if you have any questions regarding this proposal. Again, I appreciate the opportunity, and I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script that reads 'Jerry M. Furman'.

Jerry M. Furman
DSA Certified Class 1 IOR #4334
Furman Construction Inspection Inc.
jfurman@fcinspection.com
408.234.8153

ReqPay12d

Board Report

Checks Dated 05/01/2024 through 05/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-O000-SSS-MMM	Comment	Expensed Amount	Check Amount
1065043	05/06/2024	ABRITE	01-6500-0-5760-1190-5100-200-1304	SPED AIDE		5,220.60
1065044	05/06/2024	ADROIT	01-6500-0-5760-3600-5800-200-1304	SPED TRANSPORTATION		1,343.00
1065045	05/06/2024	ADVANCED TECHNOLOGY GROUP	01-0000-0-1110-1000-5900-200-2801	ERATE CONSULT		1,305.00
1065046	05/06/2024	AT&T	01-0000-0-0000-2700-5900-200-2801	INTERNET		187.31
1065047	05/06/2024	BOWIE, CRAIG	01-0084-0-1110-1000-5800-200-0000	GARDEN CONSULT	40.00	
1065048	05/06/2024	ESTRADA HERRERA, CARLOS	01-9009-0-1110-1000-5800-200-0PLL	GARDEN CONSULT	1,400.00	1,440.00
1065049	05/06/2024	PROJECT SUPPORT SERVICES, INC	01-0000-0-0000-8100-5800-200-2801	YARD MAINTENANCE		237.50
1065050	05/06/2024	Royer, Kate	01-0000-0-0000-8100-5800-200-2801	DSA CLOSEOUT PROJECT SUPPORT SERVICES		87.50
1065051	05/06/2024	SAMBA ROCK CO	01-9009-0-1110-1000-4300-200-RM01	ROOM 1 MATERIALS AND SUPPLIES		8.00
1065052	05/06/2024	SCHOOL NURSE SUPPLY INC	01-0084-0-1110-1000-5800-200-0000	BMX ASSEMBLY		750.00
1065053	05/06/2024	SISC 3	01-0000-0-0000-2700-4350-200-2801	OFFICE SUPPLIES		56.20
1065054	05/06/2024	Stewart, Michelle A	01- -- - -9514- -MAY MEDICAL		11,794.00	
1065055	05/06/2024	US BANK	01-0000-0- -9524- -MAY MEDICAL		2,016.00	13,810.00
			01-0700-0-1110-1000-4300-200-2801	MATERIALS AND SUPPLIES		15.07
			01-0000-0-1110-1000-5808-200-2801	RM01, SCHOOL FIELD TRIP, TEXT BOOKS,ELOP	1,701.25	
			01-2600-0-1110-1000-4300-200-0000	RM01, SCHOOL FIELD TRIP, TEXT BOOKS,ELOP	22.00	
			01-6300-0-1110-1000-4100-200-3000	RM01, SCHOOL FIELD TRIP, TEXT BOOKS,ELOP	39.78	
			01-9009-0-1110-1000-4300-200-RM01	RM01, SCHOOL FIELD TRIP, TEXT BOOKS,ELOP	102.94	1,865.97
1065750	05/13/2024	19six Architects	01-0000-0-0000-8100-5800-200-2801	DSA CLOSEOUT	105.00	

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 05/01/2024 through 05/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-OOOO-SSS-MMM	Comment	Expensed Amount	Check Amount
1065750			35-9719-0-0000-8500-5800-200-0000	MODERNIZATION PORTABLE	10,947.50	11,052.50
1065751	05/13/2024	AT&T	01-0000-0-0000-2700-5900-200-2801	PHONE	116.99	
1065752	05/13/2024	Bewleys Cleaning, Inc.	01-0000-0-0000-7200-5900-200-2801	PHONE	39.00	155.99
1065753	05/13/2024	BLOOM PEDIATRIC OT	01-0000-0-0000-8100-5524-200-2801	JANITORIAL		3,890.00
1065754	05/13/2024	CARLY PERLMAN	01-6500-0-5760-3140-5800-200-1304	SPED AND LEARNING RECOVERY OT	675.00	
1065755	05/13/2024	Frier, Caroline K	01-7435-0-0000-3140-5800-200-0000	SPED AND LEARNING RECOVERY OT TKK OT LEARNING RECOVERY	500.00	1,300.00
1065756	05/13/2024	OHLSEN FOODS	01-6546-0-1110-3120-5800-200-0000	COUSELING SERVICES	1,430.00	
1065757	05/13/2024	Ruwe, Carey L	01-6546-0-5760-3120-5800-200-0000	COUSELING SERVICES	845.00	2,275.00
1065758	05/13/2024	SAN LORENZO LUMBER	01-0000-0-0000-3700-4700-200-3007	STUDENT LUNCHESES REIMBURSEMENT	28.67	
1065759	05/13/2024	SCHOOLinSITES, LLC	01-0000-0-0000-8100-4350-200-2801	REIMBURSE GREEN TEAM MATERIALS AND SUPPLIES	93.00	
1065760	05/13/2024	SCHOOLWISE TECHNOLOGIES	01-9009-0-1110-1000-4300-200-RM02	REIMBURSE ROOM 2 MATERIALS AND SUPPLIES	73.90	195.57
1065761	05/13/2024	SPROUTS SC	01-0000-0-0000-3700-5800-200-3007	APRIL LUNCHESES		4,632.00
1065762	05/13/2024	US BANK EQUIPMENT FINANCE	01-9009-0-1110-1000-4300-200-RM05	LAST DAY OF SCHOOL MATERIALS AND SUPPLIES	14.99	
			01-9009-0-1110-1000-4300-200-0PLL	GARDEN MATERIALS AND SUPPLIES		48.72
			01-0000-0-0000-2700-5900-200-2801	WEB HOSTING		900.00
			01-0000-0-0000-7200-5800-200-2801	STUDENT INFORMATION SYSTEM		3,450.00
			01-2600-0-1110-1000-5800-200-0000	AFTER SCHOOL ENRICHMENT		2,002.50
			01-1100-0-0000-7100-5600-200-3000	COPIER LEASE	33.13	
			01-1100-0-0000-7200-5600-200-3000	COPIER LEASE	132.54	
			01-1100-0-1110-1000-5600-200-3000	COPIER LEASE	497.03	662.70

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 05/01/2024 through 05/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
1066583	05/20/2024	CUMMING MANAGEMENT GROUP, INC	35-9719-0-0000-8500-5800-200-0000	MODERNIZATION PROJECT MANAGEMENT		6,602.95
1066584	05/20/2024	Doolan, Lindsey A	01-0084-0-1110-1000-5800-200-0000	END OF YEAR MATERIALS PARCEL	58.96	
1066585	05/20/2024	ESTRADA HERRERA, CARLOS	01-9009-0-1110-1000-4300-200-RM03	ROOM 3 MATERIALS AND SUPPLIES	9.99	68.95
1066586	05/20/2024	GREENWASTE RECOVERY INC	01-0000-0-0000-8100-4350-200-2801	YARD MAINT	12.85	
1066587	05/20/2024	HALSTEAD PUMP INC	01-0000-0-0000-8100-5800-200-2801	YARD MAINT	850.00	862.85
1066588	05/20/2024	LOZANO SMITH	01-0000-0-0000-8100-5523-200-2801	GARBAGE		571.08
1066589	05/20/2024	ORBACH HUFF & HENDERSON LLP	01-9009-0-0000-8100-5800-200-0PLL	SPRINKLER PUMP	5,473.95	
1066590	05/20/2024	PACIFIC GAS & ELECTRIC	01-9015-0-0000-8100-5800-200-0000	SPRINKLER PUMP	1,611.08	7,085.03
1066591	05/20/2024	Ruwe, Carey L	01-0000-0-0000-7191-5809-200-2801	LEGAL NEGOTIATIONS		62.11
1066592	05/20/2024	SAN LORENZO LUMBER	01-0000-0-0000-7191-5809-200-2801	LEGAL MODERNIZATION		103.50
1066593	05/20/2024	SANTA CRUZ CO OFC OF EDUCATION	01-0000-0-0000-8100-5511-200-2801	PUMPHOUSE		13.83
1066594	05/20/2024	SMITH, KEVIN	01-9009-0-1110-1000-4300-200-RM04	REIMBURSE CLASSROOM MATERIALS AND SUPPLIES		41.23
1066595	05/20/2024	STAPLES	01-0000-0-0000-8100-4350-200-2801	MAINTENANCE		48.70
1067395	05/28/2024	A SIGN ASAP	01-0000-0-0000-7200-5900-200-2801	23-24 NETWORK SERVICES	439.87	
1067396	05/28/2024	ABRITE	01-0000-0-1110-1000-5900-200-2801	23-24 NETWORK SERVICES	1,319.63	1,759.50
			01-0000-0-0000-8100-5800-200-2801	BACKFLOW TESTING		189.00
			01-1100-0-0000-2700-4350-200-3000	OFFICE SUPPLIES	204.81	
			01-1100-0-0000-7200-4350-200-3000	OFFICE SUPPLIES	68.27	273.08
			01-0000-0-0000-8100-4350-200-2801	BANNER FOR SCHOOL		65.85
			01-6500-0-5760-1180-5100-200-1304	NPS SCHOOL	8,440.00	



Checks Dated 05/01/2024 through 05/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
1067396	05/28/2024	BLOOM PEDIATRIC OT	01-6500-0-5760-1190-5100-200-1304	ONE ON ONE AIDE	5,696.35	14,136.35
1067397	05/28/2024	BOWIE, CRAIG	01-6500-0-5760-3140-5800-200-1304	SPED OT	450.00	512.50
1067398	05/28/2024	BOWIE, CRAIG	01-7435-0-0000-3140-5800-200-0000	OT TK/K SPECIALS	62.50	
1067399	05/28/2024	CONEXWEST	01-0084-0-1110-1000-5800-200-0000	GARDEN COORDINATOR	40.00	1,440.00
1067400	05/28/2024	CUNNINGHAM, GARY	01-9009-0-1110-1000-5800-200-0000	GARDEN COORDINATOR	1,400.00	
1067401	05/28/2024	DASSEL'S PETROLEUM	35-9719-0-0000-8500-5800-200-0000	MODERNIZATION STORAGE RENTAL		628.01
1067402	05/28/2024	EMC PLANNING GROUP INC	01-9009-0-1110-1000-5800-200-MURT	SPRING CONCERT PERFORMANCE		100.00
1067403	05/28/2024	ESSENTIAL OPERATIONS INC	01-0000-0-0000-8100-5511-200-2801	PROPANE		387.98
1067404	05/28/2024	MRC SMART TECHNOLOGY SOLUTIONS	35-9719-0-0000-8500-5800-200-0000	MODERNIZATION CONSULT LAND USE		3,000.00
1067405	05/28/2024	PACIFIC GAS & ELECTRIC	01-0000-0-0000-8100-5800-200-2801	SEPTIC		400.00
1067406	05/28/2024	PALACE BUSINESS SOLUTIONS C/O TROWBRIDGE ENTERPRISES	01-1100-0-0000-7100-5600-200-3000	COPIER USAGE	10.72	
1067407	05/28/2024	Royer, Kate	01-1100-0-0000-7200-5600-200-3000	COPIER USAGE	42.89	
1067408	05/28/2024	SANTA CRUZ CO OFC OF EDUCATION	01-1100-0-1110-1000-5600-200-3000	COPIER USAGE	160.84	214.45
1067409	05/28/2024	SCHOOLS EXCESS LIABILITY FUND	01-0000-0-0000-8100-5511-200-2801	STREET LIGHT		10.39
1067410	05/28/2024	STAPLES	01-9009-0-1110-1000-4300-200-RM06	ROOM 6 MATERIALS AND SUPPLIES		81.74
1067411	05/28/2024	Stewart, Michelle A	01-9009-0-1110-1000-4300-200-RM01	REIMBURSE ROOM 1 MATERIALS AND SUPPLIES		136.09
				SUPPLIES		
			01-0000-0-0000-7110-5300-200-2801	23-24 MEMBERSHIP DUES S5C		115.00
			01-0000-0-0000-7200-5450-200-2801	EXCESS LIABILITY		3,453.18
			01-9009-0-1110-1000-4300-200-RM02	ROOM 2 MATERIALS AND SUPPLIES		90.13
			01-0700-0-1110-1000-4300-200-2801	ALL SCHOOL FIELD TRIP SUPPLIES		98.71

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.

Checks Dated 05/01/2024 through 05/31/2024

Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
				Total Number of Checks	56	99,458.31

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	53	78,279.85
35	COUNTY SCHOOL FACILITIE:	4	21,178.46
	Total Number of Checks	56	99,458.31
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		99,458.31

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.