

**HAPPY VALLEY SCHOOL DISTRICT
BOARD OF TRUSTEES
June 16, 2021
3:30 pm, Regular Board Meeting
Art and Music Room**

A. Approval of Agenda

B. Approval of Minutes- Regular Board Meeting, June 9, 2021

C. Community Input

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

D. Staff Report

E. Board Report

F. Superintendent Report

G. Information Items

1. 2021 Local Performance Indicators

The Board will receive information regarding the 2021 Local Performance Indicators.

H. Action Items

1. Approval of the 2021/2022 LCAP Plan (June 9th Board Packet)

The Board will consider approval of the 2021/2022 LCAP Plan, which includes the 2021/2022 LCFF Budget Overview for Parents, Annual Update for Developing the 2021 Local Control and Accountability Plan/LCP, and LCAP Federal Addendum.

2. Approval of the 2021/2022 Budget (June 9th Board Packet)

The Board will consider approval of the budget for the 2021/2022 school year.

3. Approval of the 2021/2022 Board Schedule

The Board will consider approval of the Board schedule for the 2021/2022 school year.

I. Consent Items

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

J. Communications and Announcements

1. July 21- Board Meeting, 3:30 pm, Art and Music Room
2. Aug. 11- First Day of School

K. Adjournment

HAPPY VALLEY SCHOOL DISTRICT
Regular Board Meeting
June 9, 2021
MINUTES

The Regular Board meeting was called to order by the president at 3:33pm
BOARD MEMBERS PRESENT: Frandle, Freeman, Willet, Click Richardson
BOARD MEMBERS ABSENT: Jolliffe
STAFF MEMBERS PRESENT: McKinny, Lynd
COMMUNITY MEMBERS PRESENT: Michelle Stewart

A. APPROVAL OF REVISED AGENDA

1. MSC FREEMAN/CLICK RICHARDSON to approve the Board Meeting revised agenda as written. Unanimous.

B. APPROVAL OF MINUTES – REGULAR BOARD MEETING – MAY 12, 2021

1. MSC CLICK RICHARDSON/FREEMAN to approve the minutes from the Regular Board Meeting May 12, 2021. Unanimous.

C. COMMUNITY INPUT

Nothing to report.

D. STAFF REPORT

Nothing to report.

E. BOARD REPORT

1. Katie Freeman informed the Board that Susan Verducci hosted a lovely retirement party for Michelle.

F. SUPERINTENDENT'S REPORT

Michelle McKinny informed the Board of the following:

1. Cal Fire crew worked on campus for two days.
2. Has been working on five state plans.
3. Working with Michelle Stewart on the transition.

G. PUBLIC HEARINGS

MSC FREEMAN/WILLET to close the meeting for a Public Hearing at 3:41pm allowing for comment on the following. Unanimous.

1. 2021-2022 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP), which includes the 2021-2022 LCFF Budget Overview for Parents, Annual Update for Developing the 2021 Local Control and Accountability Plan/LCP and LCAP Federal Addendum.
2. 2021-2022 BUDGET
Michelle McKinny disclosed to the Board, Happy Valley's reserves in excess of the minimum and the reasons for the reserves. The 2021-2022 Budget Adoption Statement of Reasons for Reserves over Minimum was gone over stating the uses for these reserves
3. 2020-2021 PROPOSITION 30 FUNDING USAGE AND REPORTING
MSC WILLET/FRANDLE to reopen the meeting at 3:50pm. Unanimous.

H. INFORMATION ITEMS

1. BOARD SCHEDULE

The Board received information regarding the proposed Board schedule for the 2021-2022 school year. Will be brought back as an action item to approve next Board meeting.

2. STUDENT ASSESSMENTS

The Board received information on end of year student assessments.

3. 2021 PARENT SURVEY

The Board received an update regarding the online parent survey.

I. ACTION ITEMS

1. BOARD RESOLUTION #20-21-05, YEAR END TRANSFERS
MSC FREEMAN/FRANDLE to approve Resolution #20-21-05, authorizing necessary end-of-year transfers. Unanimous.
2. BOARD RESOLUTION #20-21-06, AUTHORIZING ANNUAL TRANSFER OF GENERAL FUND 01 FUNDS TO FUND 17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY PROJECTS
MSC WILLET/FREEMAN to approve Resolution #20-21-06, Authorizing Annual Transfer of General Fund 01 to Fund 17 Special Reserve Fund for Other Than Capital Outlay Projects. Unanimous.
3. BOARD RESOLUTION #20-21-07, PROPOSITION 30 FUNDING USAGE AND REPORTING
MSC CLICK RICHARDSON/FRANDLE to approve Resolution #20-21-07, the 2020-2021 Proposition 30 Funding Usage and Reporting. Unanimous.
4. BOARD RESOLUTION #20-21-08, APPROVAL OF DISTRICT REPRESENTATIVE TO JOINT POWERS AUTHORITY
MSC FREEMAN/CLICK RICHARDSON to approve Resolution #20-21-08, Approval of District Representative to Joint Powers Authority. Unanimous.
5. APPROVAL OF CLASSIFIED POSITIONS FOR THE 2021/2022 SCHOOL YEAR
MSC CLICK RICHARDSON/WILLET to approve the following classified positions for the 2021-2022 school year. Unanimous.
 - a. Rehire three 0.46875 FTE classified instructional aides that were laid off due to lack of work.
 - b. One 0.46875 FTE classified intervention instructional aide to be placed on the classified instructional aide salary schedule.
6. APPROVAL OF TEMPORARY CERTIFICATED POSTIONS FOR THE 2021-2022 SCHOOL YEAR
MSC FREEMAN/CLICK RICHARDSON to approve the following temporary certificated positions for the 2021-2022 school year. Unanimous.
 - a. Rehire .40 FTE Temporary Certificated Teacher, Art/Music that was laid off due to lack of work.
 - b. One 1.0 FTE Temporary Certificated Teacher, Academic Coach/Intervention.

J. CONSENT AGENDA

1. MSC FREEMAN/FRANDLE to approve the vendor warrants paid since the last meeting. Unanimous.

K. CLOSED SESSION

1. The Board adjourned into closed session at 4:30pm to discuss the Superintendent's evaluation.

L. REPORT OUT OF CLOSED SESSION

1. The Board reported out of closed session at 4:35pm, nothing to report.

M. COMMUNICATION AND ANNOUNCEMENTS

1. June 16, 2021 – Board Meeting, 3:30pm, Art and Music Room
2. August 11, 2021 – First Day of School

N. ADJOURNMENT

1. MSC FREEMAN/WILLET to adjourn the meeting, there being no further business, 4:40pm. Unanimous.

/pl

Local Performance Indicator Self-Reflection

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

Introduction

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

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

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

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

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

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

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

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

Rating Scale (lowest to highest) -

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest) -

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

With the pandemic, teachers offered office hours each and every day for the students and parents to access them. Teachers also offered parent conferences for the first report card trimester, and then follow ups if needed. 504 and SST meetings continued this year and intervention was provided by a part time intervention teachers for grades K-6. Students also were given devices if needed as well as hotspots for areas with little or not access to internet. An interpreter is offered if needed, but at this time, there are no needs for one.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

During this past year, building partnerships with parents have become imperative and necessary. Teachers and school administration use platforms such as Class Dojo, Google Classrooms, ZOOM, newsletters and office hours as ways to reach out to parents and different stakeholders. One of the most effective partnerships was in the form of office hours, intervention teachers and one on one meetings with parents to discuss how to assist their child. A social emotional counselor was also provided to assist with students who were struggling with academic or social needs.

Seeking Input for Decision Making

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5

Seeking Input	1	2	3	4	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Because HVS is such a small school district, the parent club and school site council provides the most opportunities for parents to be involved. Also, because of the pandemic, town halls, countywide superintendent letters, newsblasts and newsletters were also utilized to provide opportunities for input from all stakeholders.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

HVESD does not used the CHKS but rather, a local survey. Here are the results:
 Over 95% of all stakeholders believe their children have adequate access to reading, writing, and math.
 85% fell the school addresses their concerns.
 85% feel teachers support academic needs.
 90% feel the school provides academic resources.
 91% feel the report card clearly communicates student performance.
 91% feel positive about the education their children are receiving at HVS.
 90% feel the school facilites are in good repair.
 79% feel the school provides sufficient resources to address physical or emotional conflict.
 78% feel that they are aware of a supplemental social emotional curriculum that has been adopted by all grades.
 79% feel the school discipline policies and procedures are clearly communicated and effective.
 97% feel the school treats their child with respect.
 96% feel the school helps students to be their best selves during the school day.
 97% are aware of the attendance and tardy policies.
 90% feel welcome at school and empowered to participate in activities.
 97% are aware that all parents are members of the parent club
 97% are award of the fundraising needs of the school.
 96% feel their phone calls/emails are returned in a timely manner.
 94% feel the front office is available to help.
 93% feel the principal is accessible to them.

84% feel the website is informative and useful.

88% feel the newsletter is informative and useful.

93% overall satisfaction with Happy Valley School District.

A more defined SEL program will be one of the goals of the LCAP as well as safety and discipline procedures. In addition, the newsletter and website will be investigated on how to improve both platforms.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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

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

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

Rating Scale (lowest to highest) -

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan	[No response]	[No response]	[No response]	[No response]	[No response]

Coordinating Instruction	1	2	3	4	5
for providing educational services to all expelled students in the county, including:	required]	required]	required]	required]	required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Happy Valley School District
Board Meeting Schedule
2021-2022
Proposed

Wednesday, July 21, 2021	3:30 pm
Wednesday, September 8, 2021	3:30 pm
Wednesday, October 13, 2021	3:30 pm
Wednesday, November 10, 2021	3:30 pm
Wednesday, December 15, 2021	3:30 pm
Wednesday, February 9, 2022	3:30 pm
Wednesday, March 9, 2022	3:30 pm
Wednesday, April 20, 2022	3:30 pm
Wednesday, May 11, 2022	3:30 pm
Wednesday, June 8, 2022	3:30 pm
Wednesday, June 15, 2022	3:30 pm

ReqPay12d

Board Report

Checks Dated 06/01/2021 through 06/07/2021		Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed Amount	Check Amount
971012	06/07/2021	AA SAFE & SECURITY CO.	01-0000-0-0000-8100-5800-200-2801	CLOSET AND STORAGE LOCKS			601.00	
971013	06/07/2021	AT&T	01-0000-0-0000-2700-5900-200-2801	PHONE		106.64		
971014	06/07/2021	COMMUNITY FOUNDATION/SCRZ CO	01-0000-0-0000-7200-5900-200-2801	PHONE		35.54	142.18	
971015	06/07/2021	RIVERSIDE INSIGHTS	57-0000-0-0000-0000-8699-200-0000	DONATION TO ENDOWMENT FUND			500.00	
971016	06/07/2021	ROBERTSON & ASSOC CPAS	01-3010-0-1110-1000-4300-200-0000	ACADEMIC ENRICH TESTING			202.55	
971017	06/07/2021	SANTA CRUZ MUNICIPAL UTILITIES	01-0000-0-0000-7191-5809-200-2801	AUDIT FEES			787.50	
971018	06/07/2021	SCHOOL SPECIALTY, LLC	01-0000-0-0000-8100-5514-200-2801	WATER			126.75	
971019	06/07/2021	SISC 3	01-9009-0-1110-1000-4300-200-RM05	RM05 MATERIALS AND SUPPLIES			66.46	
			01-0000-0- - -9514- - JUNE MEDICAL			7,453.00		
			01-0000-0- - -9524- - JUNE MEDICAL			1,701.00		
			01-0000-0- - -9544- - JUNE MEDICAL			3,285.00	12,439.00	
971020	06/07/2021	US BANK	01-0000-0-0000-2700-5900-200-2801	COVID PPE, POSTAGE, OFFICE		82.50		
			01-0000-0-0000-7200-5900-200-2801	COVID PPE, POSTAGE, OFFICE		27.50		
			01-1100-0-0000-2700-4350-200-3000	COVID PPE, POSTAGE, OFFICE		254.37		
			01-3210-0-1110-1000-4300-200-2801	COVID PPE, POSTAGE, OFFICE		29.40	393.77	
			Total Number of Checks			9	15,259.21	

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	8	14,759.21
57	FOUNDATION PERMANENT	1	500.00
	Total Number of Checks	9	15,259.21
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		15,259.21